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ABSTRACT

Four hundred eighty-five postsecondary institutions reported to have liberal arts cooperative education programs were surveyed to: (1) identify institutional type and size, (2) obtain data on program type, scale, and scope, (3) obtain data on administrative structure, and (4) secure opinions regarding program success. A 52% response rate was achieved. Results indicated that of the 223 two- and four-year institutions with cooperative education programs, 72 did not have liberal arts cooperative education. Of the remaining 161 institutions, 115 reported fewer than 40 student participants during academic year 1974-75, 104 judged their programs successful, and 21 felt their programs were failures. Among factors identified by the respondents as affecting program success were faculty involvement/cooperation, flexible program operation, institutional commitment, high quality job placements, and academic credit for work experience. Included in this report is a general discussion of the state of the liberal arts. Additionally, interviews with the cooperative education leaders of eight selected institutions are presented. Recommendations are made for strengthening liberal arts cooperative education and for further research in the liberal arts cooperative education area. A bibliography is included and the survey instruments are appended. (JDS)

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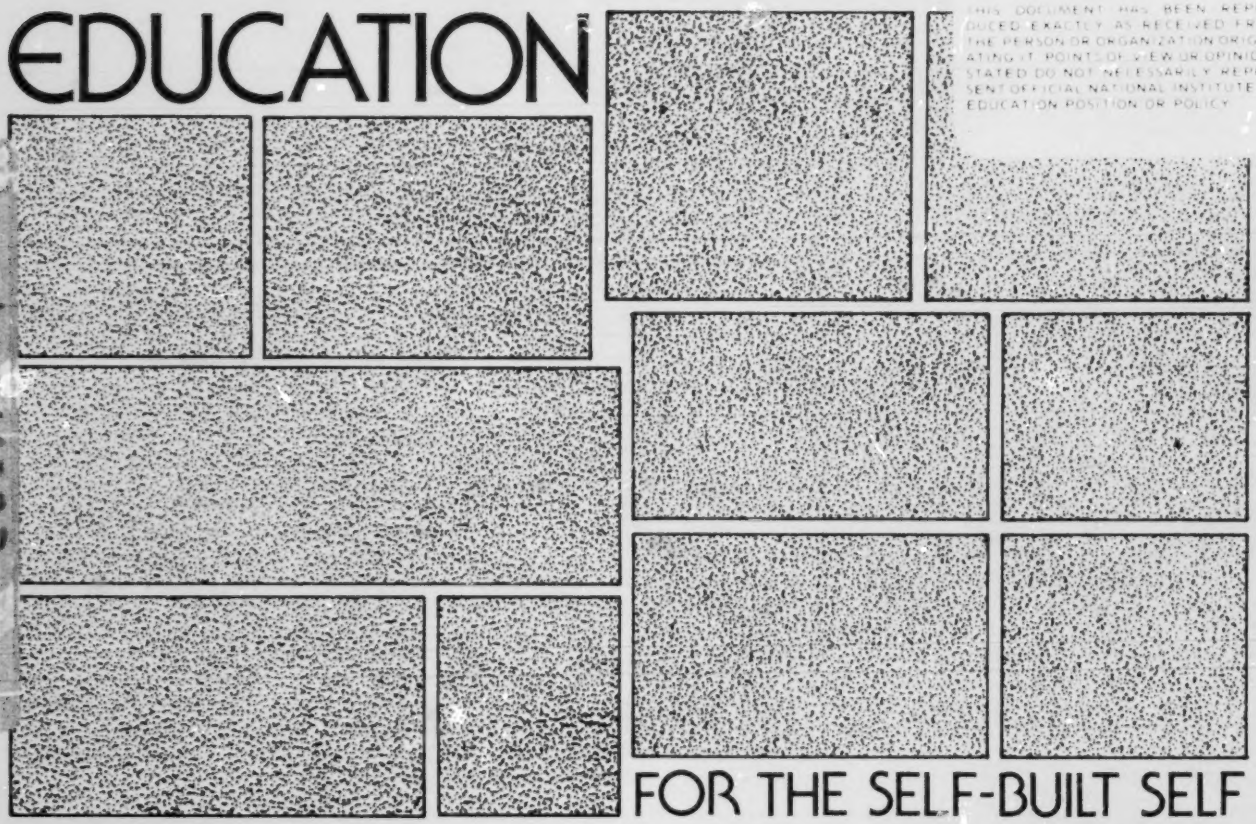

FOR THE SELF-BUILT SELF

ED133004

An Exploratory Investigation of Liberal Arts Cooperative Education Programs in Higher Education

by Joyce F. Kinnison and George E. Probst

JC 770 042

EDUCATION FOR THE SELF-BUILT SELF

AN EXPLORATORY INVESTIGATION

OF

LIBERAL ARTS COOPERATIVE EDUCATION PROGRAMS

IN HIGHER EDUCATION

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"The word 'growth' suggests the upward change that is education. An inner something improves. The growth takes place in qualities of the intellect and of appreciation, in qualities we dignify with large words: understanding, insight, wisdom. In our kind of society, where all are to take part in making decisions, these qualities are needed by everyone.... It is to take charge of one's own education to put work into it along lines of one's own choice, and so produce something of a self-built self." -- Robert Redfield

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BY

JOYCE KINNISON AND GEORGE PROBST

"The purposes and objectives of a liberal arts college using cooperative education are not perceptibly different from those of the more conventional institution. They are to develop mature, effective members of society endowed with a sense of independence and responsibility. The differences are those of method, not of purpose, representing different means to the same end. The cooperative program in the liberal arts college actually strengthens and enhances the liberal arts and field course content of the curriculum....

"I do suggest that some form of cooperative education, partial or complete, broad or limited, can be of significant assistance to colleges and universities of all types as they grapple with their individual difficulties. I do suggest that cooperative education merits consideration by liberal arts colleges as well as by technical institutions or departments. I do suggest that cooperative education should not be ignored when one deliberates on the academic, financial and administrative enhancement of a program of higher education." — Samuel B. Gould

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The views and conclusions expressed in this report are solely those of the authors and do not necessarily reflect the views or opinions of the United States Office of Education or its officials and staff members.

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Montreat-Anderson College
Montreat, North Carolina

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FOREWORD

As President of a liberal arts college, I share a common concern that the future of liberal arts education is intertwined with the future quality of our society. If liberal arts education is in eclipse, if the pressures of our society thrust our college youth into a specialization which is a travesty of liberal arts education, why be hesitant in explaining to students that a sound liberal arts education can do much to prepare them for post-undergraduate life regardless of what they ultimately choose to be?

I am not one who will accept the withering away of liberal arts education and with it the death of a great many small colleges. We must work intensively for needed academic improvements. We must discard the business-as-usual outlook and be open to needed change.

In the end, anything that will improve liberal arts education will benefit the lives of many persons and will redound to the welfare of the nation.

There is no doubt that cooperative education has a growing importance in college and university programs. Congress has recognized its importance for our youth and for society by authorizing through legislative enactment a program for federal funding of cooperative education in higher education. This program has just been extended for six years. This provides an opportunity for strengthening liberal arts education that should not be ignored by the small independent college.

For those who believe that we face a mounting inadequacy of the standard model of higher education which we have inherited, with its sheltering of our young people between the ages of seventeen and twenty-two, I would suggest that serious consideration be given to the values and the advantages which cooperative education can add to a liberal arts education program. For some students a college education of the traditional style can seem like a sustained period of hanging in a void.

It seems to me that liberal arts cooperative education is a further means of doing in fact what we claim to be doing in theory--building "the whole person." It can be a valuable corrective for the public misconception that liberal arts colleges have no realistic sense of purpose. In my judgment, cooperative education with career counseling and work experience is the finest kind of career education.

The cooperative education program at Montreat-Anderson College was established three years ago with supporting aid from the Office of Education. The program was designed from the beginning to offer liberal arts students the opportunity to integrate classroom study with practical experience in appropriate jobs. The decision to merge cooperative education with the career counseling service has provided a more effective base so that our students might make wiser career choices.

Liberal arts educators should not regard cooperative education as merely a work program. It can and should be successfully organized as an academic program compatible with a liberal arts education. Work experience alone is

not enough, however. The recognition of the complementary roles in liberal arts education of work and study is essential, and a plan of effective supervision and coordination is required.

For our students, there is instance after instance in which they return from their co-op job assignments and have improved performance in their academic work, according to Joyce Kinnison, Director of Cooperative Education. These students also have stronger career goals and most ask for assignment to a second job, which completes our institution's cooperative education program. In her judgment these students develop a greater strength and greater emotional stamina for making hard decisions.

Montreat-Anderson's successful experience shows that it is possible to establish cooperative education in a two-year private liberal arts college. A major factor in our success is that from the beginning we regarded cooperative education as being an academic program. Three years ago, our faculty unanimously approved its adoption. Transferable elective grade credit is awarded to the student.

May I emphasize that our purpose at Montreat-Anderson is liberal arts education within a Christian context. Our liberal arts cooperative education program helps bind our students more closely to Montreat-Anderson because they feel the College cares about them personally and about their future.

No claim is made that cooperative education offers the only answer to what needs to be done about liberal arts higher education. The claim is made that the plan of a student alternating classroom with work experience can improve the liberal arts education programs of many institutions of higher learning.

Cooperative education is a very substantial means of invigorating and improving education in America. It can reveal to students through actual experience while they are in college that a sound liberal arts education can do much to prepare them for life.

I wish to pay tribute to Joyce Kinnison and George Probst for the intelligent and devoted efforts they gave to this study. With only modest resources, they have brought to our attention valuable information that will be of service to those functioning in the field of cooperative education. In addition, I am confident that the findings of this study will prove to be of value for all concerned with liberal arts education. This report comes to general attention at the right time for virtually every major liberal arts college is now re-examining its curriculum and its program.

Silas M. Vaughn

Silas M. Vaughn
President
Montreat-Anderson College

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INTRODUCTION

This report is intended to be helpful to coordinators and educators at more than 450 institutions of higher education who are interested in having their institution offer a successful liberal arts cooperative education program. Furthermore, it is hoped that this report will stimulate liberal arts faculty members and administrators at other institutions to reflect upon and consider making use of cooperative education arrangements to serve their students in ways that make liberal arts education more meaningful to them.

The report will not only recount some of the approaches which do succeed but also point out certain approaches which can become pitfalls and perhaps lead to failure in the early stages of a liberal arts cooperative education program. The report will attempt to highlight some of the policy and administrative approaches that may provide guides which could be useful to other liberal arts education programs. It will endeavor to reveal that there can be a helpful compatibility of aim, function and purpose between liberal arts education and cooperative education.

At the same time we hasten to declare that this report can be at most an exploratory contribution to the vitally needed discussion of how ideas and knowledge can be made to come alive through experience. The discussion of this process might lead to decisions and actions in the world of higher education that might revitalize liberal arts education for our youth.

The U.S. Office of Education has funded hundreds of grants for institutions seeking to incorporate cooperative work experiences into various liberal arts curricula. Traditionally cooperative education has been a program well-established in the engineering field with subsequent movement into business areas. Co-oping liberal arts students is not only the most recent thrust in the effort to provide career-related job experiences for students in higher education but also the most challenging assignment to date for directors and coordinators of programs. Until now there has been no national study of liberal arts cooperative education programs. The issues today are the incorporation of cooperative education arrangements into liberal arts curricula and the development of appropriate jobs for liberal arts students. This research report will address these issues.

In spite of the fact that little has been published in regard to successful placement of liberal arts students in co-op jobs and in spite of the fact that there are no guidelines for coordinators in such positions to follow, there are many institutions of higher education which report the placement of students in the liberal arts areas (humanities and social sciences). This research report will recount some of the current successful experiences in liberal arts cooperative education programs. It will make suggestions and recommendations on how wider use of these experiences by liberal arts educational programs might be encouraged.

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A Note About the Authors

George E. Probst drafted the research proposal for the two-year study of Cooperative Education (1958-1960) which secured Ford Foundation support. He served as a member of this Study Committee. The research made in that study about the values of cooperative education led Congress to enact a federal program of legislation aimed at the national expansion of cooperative education. He taught American history and the social sciences for ten years in the College of the University of Chicago. He is the author and editor of five books in the field of American history; he directed the University of Chicago Round Table for ten years; he has taught American history at New York University. He established, organized and directed the National Commission for Cooperative Education, for over ten years serving as Executive Director. He is largely responsible for providing the data and arranging for the presentation of testimony by expert witnesses that lead Congress to enact the Cooperative Education Program Part D of Title IV of the Higher Education Act of 1968. He has a wide acquaintance with and long time experience in the field of cooperative education and liberal education. He began this research study knowing about many of the cooperative education programs in the liberal arts. He served as director of research for this study.

Joyce F. Kinnison is Director of Cooperative Education at Montreat-Anderson College, a private, two-year liberal arts institution in Western North Carolina. She has been an instructor of Latin and English and for four years she has served as coordinator and director of cooperative education. She has wide experience in counseling and has directed federally supported projects for developmental studies in post-secondary institutions. She has been a consultant for curriculum development projects based on learning by objectives and for developmental studies projects in higher education. She has served on the Executive Committee and the Board of Directors of the North Carolina Cooperative Education Association and was secretary-treasurer of that organization for two years. She has recently been asked to join the Editorial Board of the Journal of Cooperative Education. Because of her own liberal arts background and her experience with liberal arts cooperative education, she shares the conviction that liberal arts education for students can be greatly strenghened through alliance with cooperative education. She served as associate director of research for this study.

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Our intention is that this report will particularly assist coordinators in developing better career education for liberal arts students leading to the widening of their experience in the "real world." We anticipate it will be helpful in increasing employment opportunities for minority and women students of the liberal arts. We hope it will serve as a useful communication tool for increasing the understanding of cooperative education by liberal arts faculty members. We also trust the report will help correct the view that sees cooperative education as limited to engineering, science and business fields.

Since coordinators placing liberal arts students have the same problems whether they are staff members of a public or private university, college or community college, the research findings are intended to be for all types of institutions of higher education.

The authors would appreciate comment and criticism of this exploratory report on liberal arts cooperative education programs. We fully realize that an intensive and extensive research study of all the institutions of higher education engaged in liberal arts cooperative education programs was desirable. However this was unfortunately not

possible because of the very limited resources available for this study. A very modest U.S. Office of Education one year grant has made it possible to begin this first national investigation of liberal arts cooperative education programs.

This report of the investigation is intended to make a contribution to liberal arts education by encouraging and assisting liberal arts institutions in combining academic study with participation in the world of work for their students.

We are in agreement with the judgment of Dr. Clarence Faust, former Dean of the College of the University of Chicago, who as President of the Fund for the Advancement of Education approved the Ford Foundation grant of $95,000 that provided the first basic research investigation of the values of cooperative education in 1958-60. In a thoughtful analysis of the pressures on higher education in May 1957 at the first National Conference on Cooperative Education, Faust anticipated the growth of cooperative education in the following words:

> Cooperative education is a way of drawing upon human resources for education at a time when present resources for teaching and educational facilities are in short supply. It is a way of establishing a new and fruitful relationship between business and governmental institutions in our society and educational institutions.
>
> A combination of work and study may not only be feasible but educationally desirable in other areas than the one which has chiefly developed--engineering.
>
> As the number of years of formal education are increased, many young people are in school long after they have reached physical maturity and an even higher degree of social maturity. The tension between academic study and participation in the world's work becomes increasingly severe.
>
> We greatly need a carefully worked-out combination of learning and living for college students which includes...a serious assumption of responsibility in the world's work.[1]

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[1] Clarence H. Faust, "The Development of Our Resources for Higher Education," Cooperative Education and the Impending Educational Crisis, Highlights of the Thomas Alva Edison Foundation Conference on Cooperative Education, Dayton, Ohio, May 23-24, 1957, pp. 26-28, passim.

THE ECLIPSE OF LIBERAL ARTS EDUCATION

In 1950 it was possible for one of the nation's leaders in liberal arts education, Clarence Faust, to assert that "general education is a good thing. Almost no one denies its value." Now the idea and practice of liberal arts education have fallen to a low estate. There is no doubt that liberal arts education is in trouble.

The Carnegie Commission on Higher Education in their 1972 report on Reform On Campus stated that there is a "collapse of general education into a potential or even actual disaster area." They assessed the situation as follows:

> One of the hallmarks of higher education, historically in the United States has been its emphasis on what has been called a "liberal" or "general" education, on preparing the student for citizenship and the noncareer aspects of life. It has been a highly valued component of education, as the comments of recent graduates testify--the young alumnus looking back on his or her education generally wishes that general education, particularly in the humanities, had been a larger component. But general education is in trouble. What was once our greatest success is now becoming our greatest failure....
>
> We regret the new tendency to relinquish concern for general education. It amounts to faculty abandonment of a sense of engagement in undergraduate educational policy. Some students protested the "breadth" requirements, and some faculties that removed them have put nothing in their place. This does not demonstrate attention to student dissatisfactions but, instead, a lack of interest in the general education of undergraduate students or a lack of conviction about what should be done.

This analysis and appraisal of the plight of liberal arts education has been updated from 1972 to 1976 in a Carnegie report that reveals a steadily worsening situation. Investigators in this Carnegie sponsored study examined college catalogs from 271 representative four-year and two-year institutions and 1,794 student transcripts at ten selected institutions. This study was conducted by the Center for the Study of Higher Education at the University of Michigan for the Carnegie Council on Policy Studies in Higher Education.

The resulting report, Changing Practices in Undergraduate Education, issued in June 1976, notes that between 1967 and 1974 "the major trend in undergraduate education was the removal of, or reduction in, curriculum requirements."

General education courses required of all students to assure some breadth in their education declined from an average of 43.1% of all curricula in 1967 to 33.5% in 1974 for the BA and from 58.7% to 53.8% for the AA. These reductions were offset by an increase in elective courses. The number of institutions requiring English, a foreign language and mathematics as a part of everyone's general education declined: from 90% of the institutions in 1967 to 72% in 1974 for English, from 72% to 53% for foreign language, and from 33% to 20% for mathematics.

By reducing and loosening the requirements in general education, the 1976 Carnegie report states:

> Faculty members are not only seeming to say that general education is not as important as it once was, but also that they are no

> longer sure what an "educated" person is...The current curriculum trends will aid society by allowing people to become even more specialized than they have been in the past. At the same time, however, not all of society's problems can be solved by specialists.
>
> In fact, one might argue that society does not need more specialists, for the complexity of the world's problems requires people with a broad and liberal education, people who understand interrela ionships between the parts of a problem and who have mastered the art of learning so that they can shift the focus of their efforts when social needs require it.

Concurrent with this reported curriculum change is the fact that enrollment in the humanities has been declining, due in part to the demands of the students and their parents to seize the security of something that is immediately useful. They do not see humanities as being so. The College Placement Council reported in June 1976 that there were 17% fewer placements in the humanities and other liberal arts disciplines as compared to a year ago. Liberal arts education is generally regarded as being in serious difficulties.

It goes without saying that the decline of liberal arts education is an educational issue fraught with significance for its bearing on the future character of American society. What happened longer ago than the week before last is not necessarily irrelevant today. Woodrow Wilson reminded his hearers that there was a duty to bring an older wisdom to the students, saying, "The world's memory must be kept alive, or we shall never see an end of its old mistakes. We are in danger to lose our identity and become infantile in every generation."

Liberal arts education has historically, along with religion and law, been part of the cement of democracy for our society. Should humanistic study in colleges be regarded as an anachronism in the contemporary world? There is a Professor of Marketing at Empire State College who counsels all students to take courses in retailing, saying, "Liberal arts education is on the way out."

A further view of the current state of the humanities in American higher education is stated by Dr. Samuel B. Gould, former Chancellor of the State University of New York and former President of Antioch College:

> In our times, historians should note, the university has moved from a state of aloofness to one of deep involvement with the work of society, causing an almost total eclipse of liberal learning. The lessons of history are regarded almost with contempt in some quarters. The accumulated wisdom of epochs and civilizations is more and more dismissed as having little bearing on the unique situation of our day.

Yet the evidence gathered by political scientists is that better educated people make better citizens. They participate more, from voting to office holding in local, state and national affairs, and are more active in voluntary associations.

Compounding the difficulties for liberal arts educators is a national policy emphasis that neglects the life of the liberal arts. In January 1975 the U.S. Commissioner of Education, T.H. Bell, speaking to the Council for the Advancement of Small Colleges in Washington, D.C., made the following statement:

> The small private college that rolls with the times will survive. The small private college that does not roll with the times will not survive. To roll with the times means to adapt to them academically to give students what they need to live in today's world and to adapt to the economic strains that the times impose. It is that simple.
>
> First of all, I feel that the college that devotes itself totally and unequivocally to the liberal arts today is just kidding itself. Today we in education must recognize that it is our duty to provide our students also with salable skills. We are facing the worst economic situation that this country has seen since the end of World War II, with an unemployment rate over seven percent. To send young men and women into today's world armed only with Aristotle, Freud and Hemingway is like sending a lamb into the lion's den. It is to delude them as well as ourselves. But if we give young men and women a useful skill, we give them not only a means to earn a good living but also the opportunity to do something constructive and useful for society. Moreover, these graduates will experience some of those valuable qualities that come with meaningful work—self-respect, self-confidence, independence.

But is it enough to roll with the times as Commissioner Bell suggests? Properly conducted, the study of the liberal arts is not a useless luxury. The colleges and universities are among the few institutions that are effective guardians of the values and cultural heritage of our democratic society. When the student learns to understand the basic structure of the society and the government and becomes skilled in good citizenship, other citizens benefit. Inspect for a moment the following description of history as a liberal art as set forth by Thomas Jefferson, and ask where this wisdom is to be obtained, if history is to become an obsolete study as part of the decline of the liberal arts.

> History, by apprizing them of the past, will enable them to judge the future; it will avail them of the experience of other times and other nations; it will qualify them as judges of the actions and designs of men; it will enable them to know ambition under every disguise it may assume and, knowing it, to defeat its views.

There is a further difficulty in centering a curriculum on "salable skills" as Commissioner Bell suggests. The predictions of manpower needs have been frequently inaccurate. The economy and the job market fluctuate and suddenly there is no demand for people with skills in teaching, data processing and home construction. To send students into the world armed with only a narrow range of skills is also sending lambs into the lion's den. As Robert A. Goldwin points out, "if students gain nothing more from their studies than supposedly salable skills and can't make the sale because of changes in the job market, they have been cheated."

Howard H. Bowen correctly notes that:

> It is a false assumption that unemployment is widespread among educated people. Though there have been flurries of unemployment—for example, among engineers in the aerospace industry a few years ago when the federal budget was cut back—and though college graduates are not snapped up as they once were, unemployment rates in the aggregate are much smaller for the educated than for the uneducated.

One of the most striking and certainly one of the most cheerful findings of all the reports produced by the Carnegie Commission on Higher Education is that job satisfaction and job mobility are far higher for the college graduate than for the college dropout. Greater prominence needs to be given to this research finding as a corrective for those students who grow increasingly skeptical concerning the value of a liberal arts education. According to John Satterfield, the Carnegie Commission's most important finding is that "college graduates are *somewhat* happier and *somewhat* more tolerant than nongraduates. This is a modest but very real claim that liberal education can make and, for a mature people no longer counting on Utopia, it is worth attention."

There is much more to living than earning a living. However, as Robert A. Goldwin observes, many individuals "earn good livings by the liberal skills of analyzing, experimenting, discussing, reading and writing." Liberal arts education strengthens flexibility—the ability to change and to learn new things. Goldwin itemizes:

> It seems to me we ought not to abandon liberal studies but rather the reverse: We ought to redouble our commitment to that study, as if our lives depended upon it.
>
> Any college worthy of itself must set its sights higher than "to roll with the times." It must strive to make the times roll our way.
>
> Liberal arts studies of human nature and the nature of things in general are not luxuries for us, but matters of life and death, and certainly a matter of our political liberty, which should be as dear to us as our lives.

As always, the whole matter of education is a problem of proportion. Just as there should be a recognition that the traditional liberal arts education can and should produce humanistic values and valuable skills for the individual, so there should be a recognition of the need to relate the liberal arts college more imaginatively to the society.

The authors of this report suggest that cooperative education can relate the liberal arts student to the society in a manner that meets the critical challenge posed by Commissioner Bell and the many members of the public who agree with him. Further, a liberal arts cooperative education program, wisely planned and administered, does not weaken or abandon the strengths of a liberal arts education for the student. As former U.S. Commissioner of Education Earl J. McGrath has incisively observed:

> A greater emphasis on careers could indeed result in a further impoverishment of education, but it need not do so. One of the basic errors made by earlier advocates of general education as well as by their opponents was the assumption that an unavoidable and mutually privational conflict exists between specialized vocational training and the goals of a liberal education. The more realistic and, in fact, theoretically authentic conception of higher education for a democratic society is that the two types can and ought to be pursued simultaneously, but in balanced proportions.

Cooperative education can provide the excellent career education that Commissioner Bell is seeking. Cooperative education can and does provide for some students "in balanced proportions" the liberal arts education that McGrath regards as critical in importance.

There is much still to be learned about the significance and possibilities of using cooperative education programs to serve the purposes of liberal arts education. One of the gaps in the professional literature is the lack of information about the ways that cooperative education programs can serve to strengthen liberal arts education. What are the obstacles to the development of this useful function? There certainly has been substantial federal funding support of cooperative education programs since 1970. Almost $38 million in grants have been made under the Part IV-D Cooperative Education Program to institutions of higher education throughout the nation. Yet our findings in this study reveal there has been a minimal and faltering development of liberal arts cooperative education programs. This lag has paralleled the very widespread growth of cooperative education in almost all of the non-liberal arts fields--professional, semi-professional, vocational and technical!

The opportunity that the optional liberal arts cooperative education program presents to the liberal arts college is the establishment of an arrangement that will assist our youth to confront successfully the labyrinth that is American society with its more than 30,000 different occupations. This labyrinth imposes many dilemmas on our young people as they make career choices about what to do with their lives. Their effectiveness in making satisfactory career choices is equally hindered by economic disadvantage and by lack of experience in the world of work. In effect, in the educational-social-economic arrangement that is cooperative education, the student has the services of a co-op coordinator who is his ambassador assigned to the world of work to serve the student's interests and needs. The student has a friend at court who knows the ways of the world and can give an added dimension to John Gardner's appraisal that "Education is the expansion of the sense of the possible." The arrangement that exists in an optional or mandatory liberal arts cooperative education program reduces the alienation of the young and increases the productivity of the economy. It has novelty and realism. Well conducted, it is the education for the new world of new times.

Some liberal arts cooperative education programs include the requirement that while the student is away from campus on his full-time job assignment, he is to read certain selected books and write an essay giving his reaction. These books are selected in order to counter the fragmentation and early specialization that is prevalent. Also, some faculty members are beginning to be convinced that too many students graduate without having read any real books.

Professors Werner J. Dannhauser and L. Pearch Williams at Cornell University posed this question to that institution's president:

> If we prove to you that an Arts and Sciences student can now receive a BA degree at Cornell, and thus be presumed to have acquired a liberal education, without having been required to read a line of Plato, the Bible, Shakespeare, Marx or Einstein, would you consider this to be evidence that there is a crisis in education at Cornell?

An answer was never received. It should be made clear to the reader of this report that a well-planned liberal arts cooperative education program involves having students, either for class or during the work period, read books of this magnitude that attempt to organize human experience and are part of the great development of the Western tradition. For this purpose the following are often assigned: The Bible, Aeschylus, Voltaire, T.S.Eliot, Descartes, Hume, Aristotle, Locke, Doestoevsky, Freud, Camus, Plato.

When the co-op student is on his assignment in his work period, he is in the midst of moral and ethical problems. Is the community tolerant or intolerant? Are the people he is working with good? Are they wise? Do goodness and wisdom go

hand-in-hand? Is it possible to be wise without being good? What does the student think of it all? What's the answer to the question: What does one do to become happy?

An exemplary point can be made here by telling the story of a co-op student's experience at Bethlehem Steel. He observed that the treasurer of the company returned to the office late every afternoon after a martini luncheon and had to be helped up the stairs. The student asked his office associates, "Why do they keep him?" They answered, "Because he keeps the books the Bethlehem way." The student, upon graduation, chose to go to work for a major oil company which, among other things, had a strict rule against nepotism. The student had decided to put a high value in his life on honesty and fairness--virtues that one hopes a liberal arts education will implant in a student. Walter Lippmann said it well, "Our generation has almost forgotten that virtue was not invented in Sunday schools but derives originally from a profound realization of the character of human life."

It has been noted by Harold Howe, former U.S. Commissioner of Education, that there are many possibilities for more demanding roles for youth that will carry college approval as a learning experience. More college youth, in the view of Harold Howe, should be engaged "in some combination of work and voluntary service with real meaning to the rest of the society." Howe recommends:

> Work and volunteer activities can help to restore to young people the sense of worth that comes from doing something important to the regular daily business of life. As James Coleman has suggested, an historical comparison of the daily lives of American youth in the mid-nineteenth century with those of the latter twentieth century shows a tremendous disparity in the extent to which there appears to be any use for young people. Then, they were a significant part of the economy which couldn't get along without them. Today, they are unnecessary. They get this message clearly and they react accordingly. Using schools and colleges as base institutions to re-connect young people to what is going on in society rather than to isolate them from it makes sense.

Perhaps such arrangements can assist the college to achieve the goal stated by Einstein, "The school should always have as its aim that the young man leave it as a harmonious personality, not as a specialist." Certainly a liberal arts cooperative education program with wider learning resources to draw upon outside the campus should be able to develop the student's capacity for profitable reflection and imaginative thinking and the necessary skills and understandings to choose and begin a career.

For the student, education would be improved by a creative tension between experience and education, the concrete and the theoretical, the empirical and the rationalistic, the world of work and the classroom. In such a setting liberal arts education would serve as the preeminent source of the critical intelligence that is capable of judging both means and ends. Without this, we will become a society of "sensualists without spirit, specialists without heart," as Max Weber baldly said.

LIBERAL ARTS EDUCATION AND WORK

If you guarantee a car for 12 months or 12,000 miles, what can you guarantee about education? If a person learns something as a freshman, what can you guarantee about that by the time he graduates? I can see the headlines now: "Dartmouth College recalls 350 graduates with defective parts."--Harold Hodgkinson, Director, National Institute of Education.

A man has to know more than how to manipulate and manage the tools of business; he must know how to understand and cope with the troubles of his culture.--Gus Tyler, International Ladies Garment Workers Union.

The purpose of a liberal education is so that if you knock on yourself, somebody answers.--Jack Arbolino.

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Stephen K. Bailey, Vice-President of the American Council on Education, has cited these latter two statements and correctly observed, "Higher education in the United States has always been career oriented."

It is regrettable that the full force of this truth is not always kept fully in mind by all those engaged in conducting higher education in America. The liberal arts education experienced by James Madison, Alexander Hamilton, Charles Pinckney, Gouverneur Morris, et al. trained them for, among other matters, careers as lawyers, Constitution-writers and nation-builders. Like Jefferson and Adams, they also found liberal arts education useful for private life and business enterprises. Those who will look beyond the headlines will find the same holds true today.

The Greeks--who showed for the first time what the human mind was for--provide the common and usually misunderstood stereotype for the average understanding of liberal arts education, ie."it is full of theory and intellectuals don't work." It is overlooked that Solon ordained that every Athenian father must teach his son a trade. This point should be remembered by those who have been persuaded that the Greek was a natural aristocrat who despised work. Socrates was a stonemason.

It is important to dispel the common misconception that the educated Greek despised manual work. Socrates had the warmest commendation for those who worked on the land. He did not sneer at "the clodhopper" and he was concerned that when the body becomes soft the mind is debilitated. The Greeks appraised work; they were neither snobbish nor sentimental nor desperate about it. It seems hard for Americans to do likewise for our community attitudes are different.

As Tocqueville observed in the 1830's, the question asked of a man in America is not "Who are you?" but rather "What do you do?" Tocqueville was impressed by the dignity that work had in America and the fact that "all honest callings are honorable."

When cooperative education was begun at the University of Cinncinnati in 1906, work in American society was in very large part manual labor. Seventy years later manual labor is only a small part of the work required of those employed. There has been an enormous increase in the educational requirements for being able to perform the work needed in today's industrialized, urbanized, technological and science-based American society with its many international interconnections.

Perhaps the following example of a frequently observed kind of development in career decision is illuminating. Edward Booher, longtime President of McGraw-Hill, Inc. and a leader in the publishing industry, is a graduate of Antioch College. When he is asked why he entered the publishing field, his reply is, "My first co-op job was in a bookstore."

The authors of this report have a "break-through theory" of how a career is often chosen. We think that students often have a "critical experience" which operates as a change factor leading them to make a confident choice of the career interest to be followed. Of course, an individual may find this is a mistaken choice. This "critical experience" may then cause a second career decision to be made. This process can often be observed when the right student is placed in the right job at the right time. Or, the student may encounter the right teacher at the right time and have a "critical experience" that shapes him for a life career.

In a sense, all these new preferences are the adventitious consequence of event and circumstance. Since it is so little understood, it is often called "accident." The authors wish to draw attention to cooperative education's effectiveness in increasing the number of "accidents." With the increased possibility and probability of breakthrough "critical experiences," the student has more to use for building himself into maturity.

When this process happens, the cooperative education coordinator and the work supervisor have the enormous satisfaction of being part of an educational program in which immediate change results can be observed in the student. In this respect, it is a position unlike that of a teacher. To put the entire matter in a somewhat different way, as Ralph Gutierrez of Pasadena City College points out, the co-op coordinator or work supervisor often has the opportunity to deal with the student at "the teachable moment."

The case of relating work to liberal arts education is stated forcefully by Dr. Samuel B. Gould:

> Education is a misnomer unless it has within it the cerebrative action stimulating the development of ideas and concepts. We are not a society of drones or parasites or even pure aesthetes. Most of us must work in order to live, and we need to have a healthy regard for the characteristics of work. We need to be aware not only of its boredom but of its exhilaration. We need to see it in the perspective of a highly industrialized society deeply involved in the production and distribution of goods. In such a perspective, it is a valid part of everyone's education since it is inescapable. If we must perforce devote a considerable portion of our mortal time and our physical and mental energies to it, then work is deserving of our careful analysis and consideration. Linked to the total on-going educational process and made a part of such a process, it can and should be a positive force in human and educative development.

LIBERAL ARTS EDUCATION
and
COOPERATIVE EDUCATION

This report on the use made of cooperative education in liberal arts education requires setting forth a statement by the authors of what is understood as the characteristics of liberal arts education. An adequate discussion of liberal arts education for this purpose requires turning to the best that has been written and said on the subject and ascertaining the relationship between this and the student's experience in a well-administered liberal arts cooperative education program.

Alfred North Whitehead is rightly regarded as one of the great philosophers and mathematicians of the 20th century. Robert Redfield, one of the great anthropologists and social scientists of our time, and Ralph Tyler, behavioral scientist and one of the nation's outstanding leaders of research in education, merit attention along with Whitehead. As educators and humanists they are quoted in this report because of their luminous insight. Their statements bear on the educational value the student finds in a cooperative education program. They can help us with the task of systematic thought about the purpose and content of liberal arts education.

Whitehead, in his classic The Aims of Education, succinctly puts a nagging issue in proper perspective in noting that:

> Education is the acquisition of the art of the utilization of knowledge...
>
> Pedants sneer at an education which is useful. But if education is not useful, what is it? Is it a talent, to be hidden away in a napkin? Of course, education should be useful, whatever your aim in life. It was useful to Saint Augustine and it was useful to Napoleon. It is useful, because understanding is useful.

Perhaps a necessary part of the revitalization of liberal arts education is a wider understanding of the intrinsic soundness and usefulness of many of Whitehead's propositions about education. Whitehead comments as follows on the importance of first-hand knowledge and experience:

> First-hand knowledge is the ultimate basis of intellectual life. To a large extent book-learning conveys second-hand information, and as such can never rise to the importance of immediate practice. Our goal is to see the immediate events of our lives as instances of our general ideas. What the learned world tends to offer is one second-hand scrap of information illustrating ideas derived from another second-hand scrap of information. The second-handedness of the learned world is the secret of its mediocrity. It is tame because it has never been scared by facts. The main importance of Francis Bacon's influence does not lie in any peculiar theory of inductive reasoning which he happened to express, but in the revolt against second-hand information of which he was a leader.

There is research evidence that in cooperative education both theory and practice are enriched. This gives it a rightful place as first-rate education, for it is in this relationship of theory and practice that education most intimately touches the

society. Whitehead has said that, "the problem of adapting education to the needs of a democratic community is very far from being solved" and has described the problems of successful education in words that contribute to understanding why cooperative education experience has an impact on the student:

> For successful education there must always be a certain freshness in the knowledge dealt with. It must either be new in itself or it must be invested with some novelty of application to the new world of new times. Knowledge does not keep any better than fish. You may be dealing with knowledge of the old species, with some old truth; but somehow or other it must come to the students, as it were, just drawn out of the sea and with the freshness of its immediate importance.

This is what a well-administered, excellent cooperative education program can achieve for liberal arts students. The utilization of knowledge can be observed in the relationships the student makes between his liberal arts education and his cooperative job experience in a legislator's office, a lawyer's office, a scientific research laboratory, a hospital, an advertising agency, a mental health clinic, a labor union, a government agency, a personnel office, etc. etc. Cooperative education dips the student at intervals into the world of work. The grounds on which to justify cooperative education lie in this working relationship between theory and practice and between thought and action.

To be genuinely functional, according to Dr. Ralph Tyler:

> Education must use work and other arenas of life as a laboratory in which young people find real problems and difficulties that require learning and in which they can use and sharpen what they are learning. There is no intention of substituting learning on the job for the deeper insights and the knowledge and skills that scholars have developed. The teacher, the books, other materials of the school, and the intellectual resources of the community are to be employed by the student as he works on the problems of his job and carries through projects on which he is engaged.

Cooperative education is a social invention to make education relevant to the needs of students in an age of industrialization and urbanization. A hundred years ago or more, when America was a rural society, the mixture of work and study on a farm was the lot of most young people. However, we now live in a society which has increasingly cut the youth off from the adult world of work.

Students enter college with the expectation that a college education will help them answer fundamental existential questions. They understand that the choice of a career involves far more than the choice of how to earn a livelihood. The question "What shall I do?" really means "What shall I do with myself?" "What do I want to be or to become?" "What values do I want to serve?" Part of the intense difficulty in higher education is that so many students are so quickly disillusioned and that so many conclude that the college offers few answers.

Most students are greatly concerned about their future life work. They want to know more about the range of occupations open to them and the potentials and limitations of various fields. It is a difficult job for the traditional colleges today to aid the student in finding the connection between what he is learning in the classroom and the situations he encounters in life outside. Dr. Tyler has observed:

> It is increasingly difficult for youth to get sufficiently involved in the adult world to appreciate first-hand the way in which knowledge can help him to understand and to operate effectively in complex modern life. As this gulf between knowledge and the experience of the college student widens, he fails to see the relevance to his own life of what he is being taught in college. Some lose their motivation to learn and drop out; others become alienated and join activist movements that emphasize disengagement or seek to redirect and control the college program...
>
> Cooperative education furnishes the student an important source of motivation for learning and a way of gaining greater educational values from college work.

One of the most thoughtful students of education in this century was Robert Redfield, who in The Redfield Lectures said:

> Education is a desirable experience of a particular kind, in this respect like falling in love, joy and the state of grace. It is a good thing that happens inside people....The word 'growth' suggests the upward change that is education. An inner something improves. The growth takes place in qualities of the intellect and of appreciation, in qualities we dignify with large words: understanding, insight, wisdom. In our kind of society, where all are to take part in making decisions, these qualities are needed by everyone.

Redfield thought that the understanding and cultivation of one's own special situation will anchor the generality of education in the firmest possible relevance and motivation: the discovery of one's self. Redfield remarked that perhaps the most common confusion identifies education with schooling:

> But anyone who has had schooling, even in a good school, knows that many hours are passed there, sometimes very pleasantly, that are not educational. When we have built a school building and hired teachers, the problems and uncertainties of education are just beginning. The abundance of schools conceals the rarity of education.

The prime object of education is to know the goods in their order. The heart of the educational experience is to distinguish the better from the worse. This is true, whether the good is sought in books, music, theology, politics or men. Education is a struggle to build one's self by making clear the merits of what one selects.

The development of men and women in whom the best possibilities of human nature are realized to the limit of each individual's capacity is the primary concern of liberal arts education. These possibilities include the development of a stronger and better self; social and political wisdom; the capacity to appreciate and enjoy literature, music and art; the capacity for thought and understanding concerning the nature of the universe and of one's place and role in it; the ability to express oneself clearly and effectively. The aim is self-confident intellectual maturity which makes possible a useful and happy life--a successful pursuit of happiness.

In a celebrated statement concerning the liberal arts studies, Cicero said, "they stimulate youth, divert old age, adorn success, provide a refuge and solace in

adversity, delight us at home and are no obstacle abroad; they are with us through the night, they travel at our side, they share our repose in the country."

The authors wish to make it absolutely explicit that we advocate the use of cooperative education as an option for the student to use in implementing his liberal arts education. We have observed and studied successful liberal arts cooperative education programs and are convinced that a well-planned and managed, student-centered, imaginative cooperative education program is compatible with and strengthens liberal arts education.

George Herbert Mead's Mind, Self, and Society is a seminal work that gives many clues to what is actually going on when education and work are linked in a meaningful relationship. The experience of different roles in work builds the self as the individual regards himself as an object, converses about it internally between the "I" and the "me" and adjusts his behavior to that of others.

One of the things that happens to a co-op student is the development of competency in adequately relating the mind to the things it undertakes to grasp. Like skill in swimming, this kind of competency cannot be developed by learning rules but by doing it. For the liberal arts student this means practice in thinking about and testing subject matter areas and possible career areas. A high quality, student-oriented liberal arts cooperative education program provides a creative and functional approach in supplying the needed experience.

Off campus career exploration experiences provide for many liberal arts students a necessary pre-condition for maturation, for knowing themselves and for readiness to get maximum benefits for their liberal arts education. In these periods away from academic concentration, many liberal arts students gain a fresh understanding of some of the economic and social realities of the world and consequently get a new perspective on their purposes and values. They have broadening experiences in the outside community of work which are often assimilated into deeper understanding of the relevance of their academic studies to their own life and goals.

A liberal arts cooperative education program, whether optional or mandatory, which is carefully designed and administered so as to insure that all these things occur, can make liberal arts education functional by using, in Tyler's words, "work... as a laboratory in which young people find real problems...that require learning and in which they can use...what they are learning."

Indeed this type cooperative education program in conjunction with liberal arts education fulfills the criterion of Whitehead's definition—"Education is the acquisition of the art of the utilization of knowledge." Furthermore, it is compatible with Redfield's description of education as "a desirable experience...a good thing that happens inside people" which leads to "an upward change" and "understanding, insight, wisdom."

RESEARCH DESIGN
and
FINDINGS ABOUT LIBERAL ARTS COOPERATIVE EDUCATION

The purpose of this study of liberal arts cooperative education programs can be stated as "an exploratory study to investigate, identify and describe successful operational model cooperative education programs for liberal arts students, to provide the staff from those institutions the opportunity to describe the various approaches which have led to their success, and to present the resulting information in a publication for distribution as an aid for all liberal arts cooperative education programs in all types of institutions of higher education."

For the purpose of this study of liberal arts education, "liberal arts" is defined as: Anthropology, Community Service, Economics, English, Fine Arts (Visual & Performing Arts), Foreign Language, History, Journalism, Mass Communication, Philosophy, Political Science & Government, Pre-Professional, Psychology, Social Services & Social Welfare, Sociology, and Theology. The 485 institutions which were sent the questionnaire were also offered the opportunity to list any other area(s) they were including in their liberal arts programs.

In our opinion it is a matter of great importance to identify those schools with innovative and effective liberal arts cooperative education programs, to emphasize those techniques which are effective for co-oping liberal arts students and to make it possible for others to utilize their experience. The spirit of our approach is reflected in Charles F. Kettering's definition: "Essentially, research is nothing but a state of mind—a friendly, welcoming attitude toward change...going out to look for change instead of waiting for it to come. Research, for practical men, is an effort to do things better and not be caught asleep at the switch."

With all this in mind, our initial step was the identification of institutions which were listed as having programs in the above stated liberal arts areas in one or more of the following publications which appear annually: "Undergraduate Programs of Cooperative Education in the United States and Canada" published by the National Commission for Cooperative Education, "Federal Employment of Cooperative Education Students" published by the Civil Service Commission and "A Directory of Cooperative Education" published by the Cooperative Education Association. This review resulted in the compilation of a list of 485 institutions which were to be the recipients of the questionnaire.

After a tentative questionnaire was designed, we obtained the consulting services of Dudley Dawson, long time administrator of Cooperative Education and Vice-President at Antioch College, and Mary Hunt, former Director of Cooperative Education at Antioch College. We asked them to advise us on the questionnaire as well as the type of information we should obtain during the on-site visits to institutions. On July 14-16, 1975, we visited with the faculty and staff of Antioch College, accompanied by Dawson and Hunt, and talked with sixteen individuals.

Our purpose was to review the research design and questionnaire and to begin our study at the first liberal arts cooperative education institution—Antioch College which established this program in 1921. Dudley Dawson and Robert Parker, director of the Antioch program, arranged the following in which there were presentations on the

listed topics and then discussion:

(1) "A Cooperative Program Within the Content of A Liberal Arts Education?" -- Dan Hotaling and Richard Abrams of the Antioch Cooperative Education faculty.
(2) "The Educational Process; Establishing Objectives —Evaluation. Re: General/Field Education; The Learning Structure" -- Dorothy Scott, Jane Ames, and Elaine Comegy of the Antioch Cooperative Education faculty.
(3) "Job Development for Liberal Arts Cooperative Education Students" -- Robert Parker, Director of Cooperative Education at Antioch.
(4) "The Classroom Faculty" -- two sessions--Downing Class (Drama), Oliver Loud (Science Institute), Fran Lemcke (Psychology), Valdi Carlson (Economics), Warren Watson (Science Institute), Phil Rothman (Education), and George Geyer (Philosophy).
(5) "Institutional Research and Cooperative Education"-- Ruth Churchill, Dean of Educational Evaluation.
(6) "The Liberal Arts Core Curriculum and Cooperative Education" Frank Wong, Dean of the Faculty at Antioch.
(7) Meeting and Discussion with Frank Shea, Chancellor of Antioch College.

We are greatly indebted to these people who gave so freely of their time and experienced judgment in helping us to organize this study around central issues.

Reinforced and inspired by all we had seen and learned at Antioch College and with the valuable assistance of Dudley Dawson and Mary Hunt, we developed the initial questionnaire. A copy of the questionnaire can be found in Appendix A of this report. The questionnaire was designed to identify the type and size of the institution, to illicit specific facts about the type, scale and scope of the liberal arts cooperative education program, to secure information concerning credit and administrative structure and to secure judgment and opinion about the success of the cooperative education program for liberal arts students.

Within six weeks from the mailing of the questionnaire to the 485 institutions, we had received 252 responses. This represents a 52 percent return. This rate of return compares extremely well with recent studies in cooperative education which have reported research results on a return of only 20-25 percent.

The speed with which the questionnaires were returned and the high percentage of return, along with the many attached notes expressing a deep interest on the part of the respondents in learning of the results of the study, reinforced our belief that there is a wide-spread concern about the importance of liberal arts cooperative education and that our study touched upon a live nerve in higher education today. A sampling of the statements received in regard to this concern about the difficulties follows:

From a four-year public institution with a long established program: "We do not consider our liberal arts program successful. We have been able to find only a limited number of employers for the liberal arts students."

From a four-year private institution: "In my opinion, our liberal arts record is not successful. If you have information which would aid our efforts, I would be most appreciative."

From a two-year public institution: "The program for liberal arts students has not been as successful as has been our program for students in other curricula. We are hopeful that the results of your survey will help us, for we believe that cooperative education experiences can be especially beneficial to liberal arts students."

From a two-year private institution: "I do not think our program is a success to date. We have worked very hard to recruit students and to find jobs. It would certainly be a help to us to know what others are doing in successful liberal arts programs."

In all over 80 institutions, including many which were not recipients of the questionnaire, have requested advice and information on how to establish or to improve the operation of liberal arts cooperative education programs.

Turning from the qualitative judgments of success and failure in particular to the total group that did reply, we should say first that in our judgment many schools are erroneously listed as having programs in the liberal arts. We received replies from 19 institutions which stated that they have no cooperative education program at all on their campuses. It would appear some schools are providing misleading information to the publishers of some directories.

Of the remaining 233 institutions (59 four-year private; 72 four-year public; 13 two-year private; 89 two-year public), 72 report that, although they do have cooperative education programs in operation, they do not have cooperative education programs for their liberal arts students as reported in the directories.

Of the remaining 161 institutions, 115 report fewer than 40 liberal arts students in the cooperative education program during the academic year 1974-1975. This is prima-facie evidence that liberal arts cooperative education programs are having considerable difficulty. (The reason for the use of the number 40 as a minimum will be discussed later.)

Of the remaining 46 programs which do have 40 or more liberal arts cooperative

education students, 17 institutions had established cooperative education programs prior to 1970 when, with the aid of federal grant Title IV-D funding, the cooperative education concept began to be disseminated all across the country.

Of the 29 remaining programs started since 1970, 16 were initiated with the aid of Title IV-D funds, 6 with Vocational Education funds, 5 with Title III funds, and 2 with funds from other sources, eg. foundations.

With more than 1000 institutions currently listed as having cooperative education programs in the United States, the finding that there are only 29 institutions with liberal arts cooperative education programs started since 1970 and having 40 or more students reveals that there has been a meager and minimal development of liberal arts cooperative education.

With federal funding of more than $38 million since 1970 for cooperative education, one would certainly expect a more impressive result in liberal arts education than this. The inadequacy in development suggests that perhaps the Office of Education should rethink their policy determinations and guidelines for cooperative education grants. We suggest this because we are in complete agreement with The Second Newman Report: National Policy and Higher Education (1973), which states:

> A reexamination and renewal of all of postsecondary education and particularly of *liberal education* may therefore be the most important agenda item of the 1970's.... We believe the federal government can do much to encourage motivated learning, recurrent education, and diverse institutions by expanding support of work-study and cooperative education...

The disappointing slowness in the development of liberal arts cooperative education programs supports the convictions of the authors that (1) because of resistance to change in traditional liberal arts institutions, the development of a strong liberal arts cooperative education program requires considerable time and outside support; and (2) there is inadequate training, research, and administration of liberal arts cooperative education programs. However, we hasten to add that it can be made to work--as evidenced by those successful liberal arts cooperative education programs we identified and visited. And where it does work, it is a real winner for both the students and the institution. (see subsequent Interviews and Appendices C and D)

Careful analysis of the returned questionnaires led us to establish the following criteria for institutions whose programs would be studied in depth: (1) Those schools reporting at least 40 students (or a minimum of 15% of the student body in very small institutions) in liberal arts cooperative education; (2) Those schools which have at least one F.T.E. staff member supervising liberal arts students; and (3) Those schools which are at least into their third year of program operation. Experience has shown that one coordinator can place and supervise at least 40 liberal arts students. Forty liberal arts students can be expected to earn at least $75,000 in student earned income from cooperative education work assignments during the year, a factor which makes a program economically viable and thus deserving of federal support. (We submit the proposition that the U.S. Office of Education should discontinue support of those institutions which after being given warning of inadequate performance fail to organize their cooperative education program to achieve a minimum of placing 40 students.)

The next step was the selection of the actual institutions for on-site visitations and in-depth study. Because of the limited travel budget, we had to be very selective in this process, making sure to include representative types of institutions and of the strongest and most creative liberal arts cooperative education programs. Our final list included: American University, Antioch College, Bennett College, Golden West College, LaGuardia Community College, Montreat-Anderson College, Pasadena Area Community College, Temple University, and Wilberforce University.

Questions for use during the on-site visitations were developed and sent to several institutions for their comments and reactions. The revised set of questions was tested with the following individuals at Florida Junior College-North Campus: Elaine Grisson, Bill Ceely, Corrine Brown, Bill McFarland. A copy of these questions can be found in Appendix B of this report.

Appointments for visits to the above mentioned institutions were made. We requested that we be allowed at each institution to meet with and interview, if possible, the director of the cooperative education program, the liberal arts coordinator(s), liberal arts teaching faculty members, career counselors of liberal arts students, and anyone else who, in the opinion of the respondent, could provide relevant information and important insights concerning the program for liberal arts students. The results of these visits will be discussed in subsequent sections of the report.

As we analyzed the returned questionnaires during the process of developing the visitation questions, we were surprised at the polarization of the replies concerning the success of programs. One hundred four respondents said they considered their program a success and listed one or more factors which had contributed to their success. On the other hand, 21 respondents said they considered their programs a failure and some of those told of their problems. Thirty-six respondents gave no judgment or opinion of the success of their programs. Many who called their programs a failure had more students in their program than did those who called their programs a success!

The order of importance of the success factors listed on the questionnaires by the 104 respondents merits discussion. An examination of factors listed first or second in order of importance to the success of a program by the 104 respondents to questions 25-27 on the questionnaire reveals a rank order as follows:

Factor of Success	Number of Times Listed
1. Involvement/cooperation of the faculty	23
2. Flexible program operation	20
3. Student learning objectives	19
Institutional commitment	19
5. High quality job placements	18
Academic credit for work experience	18
7. Cooperation of employers	16
Dynamic director/coordinator/staff	16
9. Career Counseling component	15
10. Use of College Work-Study Program funds	14

It is very interesting to note that factors listed frequently by institutions of one type (ie. two-year public) were seldom mentioned by institutions of another type. For example "Cooperation of the faculty" was mentioned 13 times by two-year public in-

stitutions, 2 times by two-year private institutions, 6 times by four-year public institutions, and 2 times by four-year private institutions.

The top five factors listed by the two-year public institutions are:

Factor of Success	Number of Times Listed
1. Cooperation of faculty	13
2. Career counseling component	10
Use of College Work-Study funds	10
Federal funding	10
Student learning objectives	10

The top four factors listed by the two-year private institutions are:

Factor of Success	Number of Times Listed
1. Institutional commitment	7
High quality job placements	7
3. Cooperation of employers	5
4. Federal funding	4

Six other factors were tied for fifth place with two each.

The top five factors listed by four-year public institutions are:

Factor of Success	Number of Times Listed
1. Academic credit for work experiences	10
Flexible program operation	10
Institutional commitment	10
4. Relevancy of academic work and job placement	9
5. Dynamic director/coordinator/staff	8

The top four factors listed by four-year private institutions are:

Factor of Success	Number of Times Listed
1. Flexible program operation	8
2. High quality job placements	6
3. Cooperation of employers	5
Career counseling component	5

Four factors were tied for fifth place with four each.

The fact that such a wide range of factors received a largely similar amount of support is striking. It seems to reveal that there is a really complicated process involved in achieving success. We were impressed, based on our own experience, that some factors of success mentioned only once or twice seemed to us to be of very great importance: ie. The use of public service agencies, the services of paid departmental faculty coordinators, and the advantageous public relations in support of the program created by students returning to the campus after interesting job assignments and talk-

ing of tneir experience with other students. We were also surprised that not one institution mentioned outside consultant services as a factor contributing to the successful initiation of the liberal arts cooperative education program. Further, in *no* instance did any institution list the Office of Education supported training centers as a factor of success.

Perhaps it was the fact that modesty forbids which led to the surprisingly small listing of "dynamic director" as a key factor of success. However, in our judgment, this list of factors making for success encompasses such a broad range of important functions that they can only be organized and managed successfully by a dynamic director.

We were curious concerning the factors of success that might be identified if we analyzed the replies from those 29 institutions whose programs have begun since 1970 and who reported 40 or more students in liberal arts cooperative education. This is the rank order of the eight most mentioned factors:

Factor of Success	Number of Times Listed
1. Involvement/cooperation of the faculty	8
2. Institutional Support	5
Career Counseling Component	5
4. Academic Credit for work experience	3
Student Learning Objectives	3
6. Dynamic Director/coordinator/staff	2
Flexible program operation	2
High quality job placements	2

All other factors were listed only one time.

It is interesting to note that these eight factors from a selected small number of successful programs are in the top ten mentioned by all respondents. Obviously it is the opinion of many respondents that these factors are all important.

Perhaps one of the reasons for the diversity of judgment regarding the reasons for success, with no one or two factors emerging solidly as being most important, is that there are no widely understood standards for measuring the success of a liberal arts cooperative eudcation program. In our opinion, this situation exists because so little is known about liberal arts cooperative education—there are so little data; there is no national research; there have been no qualitative or quantitative goals established; there are no guidelines drawn from successful working models. There is, however, the possibility that the secret of success in the development of a liberal arts cooperative education program lies in recognizing that all the factors listed are roughly of equal importance and that all can only be galvanized into existence and meshed together in the creation of a successful liberal arts program by an outstanding director and staff. In our judgment all factors are desirable if the fullest educational potential of a liberal arts cooperative education program is to be realized.

It is clear that further research is needed to develop standards and guidelines for liberal arts cooperative education programs. This study attempts to make a first step toward that goal.

WHITHER LIBERAL ARTS COOPERATIVE EDUCATION?
Interviews With The Cooperative Education Leadership At Eight Selected Institutions

The findings of this first national study of liberal arts cooperative education as revealed in the analysis of information gathered by questionnaire from various institutions show that the educational advantages of this program for students are not easily come by. A large number of the reporting institutions state that their liberal arts cooperative education program is a failure. Some other institutions fail to make a similar self-appraisal but probably should because of the inadequacy of the program that they are presently operating. It is noteworthy that most of the large four-year public universities fail to have a liberal arts cooperative education program of any size or significance. There are a number of these institutions with fewer than 30 students in the program. The foregoing presents the broad national picture when the universe of liberal arts cooperative education programs is looked at in the large.

But before concluding too much from all of this, we should remember Daniel Patrick Moynihan's remark: "I understand the macrocosm very well, it is only the microcosm that I have trouble with."

Therefore, we turn now to direct attention to: How Does One Make Liberal Arts Cooperative Education Programs Successful? What Are Successful Approaches to Liberal Arts Cooperative Education? In order to address these questions, we present profiles of successful, innovative, on-going programs in eight selected institutions of higher education. These eight institutions include public community colleges, private colleges, two-year and four-year institutions, and universities--with programs of co-operative education that are new or long-established. Some of these eight institutions have optional liberal arts cooperative education programs and some have mandatory programs. These various programs serve many different minorities. All the programs are directed by individuals with liberal arts educational backgrounds who care very much about students.

This last fact, in the judgment of the authors, makes a very considerable contribution to the success of the liberal arts cooperative education programs at American University, Antioch College, Bennett College, Golden West College, LaGuardia Community College, Montreat-Anderson College, Pasadena City College, and Wilberforce University.

The findings at these eight selected institutions of higher education contravene the conventional wisdom imparted by those experienced in engineering and business cooperative education programs, namely, cooperative education cannot be successfully organized for liberal arts students. At a recent annual meeting of the Cooperative Education Association, one experienced spokesman for this point of view stated the only way to solve the problem of the liberal arts student in co-op was to persuade the student to change his major. This general point of view has the agreement of some Northeastern University coordinators in their March 4, 1974 joint statement of recommendations to the U.S. Office of Education that "Liberal arts cooperative education can only exist as an add-on to the establishment of professional school programs."

In the present instance, attention is directed to the successful liberal arts cooperative education experience at eight selected institutions. We realize there are other institutions carrying forward successful programs in this, but the limitations

of time and money only permitted in-depth examination of eight institutions.

The object of research in education is to discover that information which will cause prudent men to change their behavior. In the present instance, part of the conventional wisdom is the complaint frequently expressed at the annual and regional meetings of the Cooperative Education Association: Liberal arts faculty members are opposed to cooperative education programs for their students.

The findings at eight selected institutions reported in this section reveal that this does not have to be the case. Arrangements can be successfully devised to enable liberal arts faculty members to become a participating and useful and successful part of the program. In case after case liberal arts faculty members are impressed by the constructive changes they perceive in their students. They can and do accept cooperative education as part of the academic program.

Charles Kettering, the noted inventor, remarked that you did not have to build one thousand airplanes and see what percentage take off the ground to discover whether airplanes can fly. Similarly, there are important lessons to be learned about higher education and its problems and possibilities by inspection of successful working models as revealed in individual profile/case studies of programs and institutions. The task is to perfect and use the experience that flies, not to focus on those institutional programs that cannot get off the ground.

Representatives of the eight institutions all said in various ways: (1) The co-op engineering model does not work for liberal arts co-op students. (2) A liberal arts cooperative education program must be student-centered. (3) They all had liberal arts educational backgrounds and they considered this to be a great asset.

The engineering model of cooperative education is adequately described in the "Student Handbook of Virginia Polytechnic Institute and State University" which states the philosophy of their cooperative education program:

> The basic mission of the Cooperative Education Program is to provide students with practical relevant experience in their chosen fields of study. The greatest advantage is gained if the student remains with one employer for all of his work periods. In this way, a sequential development of the student's abilities can be accomplished; and the student can be assigned tasks involving real responsibility as he progresses through successive academic and work quarters. Every effort is made to place a student in the employment position of his choice. Therefore, it is expected that a student will remain with the same employer throughout the program, unless extenuating circumstances force a change. No change of employers is ever permitted without the prior approval of the CO-OP Office. Students are not allowed to contact employers about the possibility of changing from one company or activity to another.

This kind of definition and approach to liberal arts cooperative education inhibits the exploration that the liberal arts student usually wishes to undertake. Similar requirements are set forth by Paul Dube, Professor of Cooperative Education at Northeastern University, in a May 1971 Journal of Cooperative Education article titled "Cooperative Education in the Social Sciences and Humanities for Colleges Implementing New Programs", in which he stated:

> ...it is not unreasonable to require a student to remain with an employer for two work periods or even longer. Students who job shop are not only limiting their opportunities, they are also neglecting their responsibilities to the co-op department. (pp 25-26)

From the liberal arts student's point of view, these requirements tend to turn the university co-op program into a hiring hall rather than an educational program. As the Antioch co-op leadership points out, the engineering student is easier to "track." The liberal arts student does not fit that mold. One of the pitfalls of a new liberal arts cooperative education program is found in the effort to copy the engineering model of cooperative education.

There follow edited excerpts from many hours of recorded interviews with directors of cooperative education, coordinators, administrators, and liberal arts faculty members. We are intensely grateful for their cooperation, their time, their experience and their thoughts. They all care about seeing liberal arts cooperative education strengthened. The diversity in what they are doing and the students they are serving is enormous. Their enthusiasm is heart-warming.

The authors of this report were impressed that several institutions had programs that fit rather well into Calvin Stillman's concept of the college as attempting to meet each student's needs in a way parallel to what a medical center does in serving the health needs of an individual. (see Appendix D) Because some institutions are using this approach, it is clear that there are more possibilities in the optional liberal arts cooperative education program than have been generally recognized.

What follows is an inside view of successful liberal arts cooperative education programs. We also interviewed a number of students in these eight selected programs in order to make a provisional appraisal of the product of these programs. Unfortunately, resources have not been provided for the first national study of the experience of students in liberal arts cooperative education programs and the funds were lacking for an adequate exploratory investigation. Profiles need to be developed for these students to add a needed dimension to a national appraisal and overview.

The following text devoted to these selected eight programs is tightly edited. The constraints of space (print) and time (the reader) has led us to establish a high degree of compression in these reports; the effort has been made to avoid redundancy, with the consequent disadvantage that there is lack of emphasis on what they are all doing in common. The perceptive reader will find these commonalities.

Such readers will understand the importance of tone, style and balance and will enjoy the diversity of individual styles to be found in the following edited excerpts of spoken English, which the authors have appropriately altered, we believe, into written English--which is a different language.

The authors gently suggest that the reader may find it advantageous to read these profiles twice--first, finding out what is said; second, marking those sentences of possible usefulness to his institution. For further information, the reader may wish to call or write individuals whose views are presented in this report. Readers in search of further information are very much invited to do this and they will receive a cordial and informative response.

Finally, after earlier gloomy news about liberal arts cooperative education, now all readers can take heart and read on!

ANTIOCH COLLEGE
Yellow Springs Campus
YELLOW SPRINGS, OHIO

Antioch College, a four-year private, liberal arts institution, in 1921, under the leadership of Arthur Morgan, inaugurated the first cooperative education program designed to implement and support a liberal arts education. It was made compulsory for all students. Antioch now has fifty-five years of experience with liberal arts cooperative education in combining work and study.

Antioch has tested various forms of off-campus experience. In 1972, the Center for Experiential Education was organized at the Yellow Springs Campus to emphasize experiences beyond the classroom that have an educational component. There are 1,600 students. The attempt is made to arrange each student's off-campus experience according to the student's over-all needs, interests, and qualifications. There is a commitment to alternating or concurrent periods of work and study, experience and reflection.

Arthur E. Morgan, the pioneer of liberal arts cooperative education, believed that education is not preparation for living, it is a part of living itself, and that "while we are learning to be effective, we should also be learning what it is most worthwhile to be effective about."

Writing about cooperative education in 1920, Morgan said: "Until learning has tried itself on life it is not wisdom but dreaming or, at best, opinion. Life never gets into books and can never be mastered with books alone. It must be acquired also from contact with realities."

In 1954, Morgan commented as follows about the management problems of and impediments to cooperative education:

> *It gradually became clear to us that directing the work program at Antioch was more than a personnel job. The typical personnel man wanted to fill each job as effectively as possible, and with as little turnover as possible. While these men were by no means indifferent to the conception of work as an educational process, that was not in the forefront of their consciousness and received only secondary considerations. The services of these professional personnel men were loyal, competent and intelligent, but not wholly appropriate to the circumstances. Consequently, the College undertook to train its own men in that field, a policy which I believe has been well-justified by the results.*
>
> *Half-unconscious disdain for vocational education in the world of scholarship, and half-concealed contempt for scholarship on the part of practical vocational men, both present serious impediments to the achievement of integration and all-round good proportion in an educational program.*

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ROBERT L. PARKER, DIRECTOR OF EXTRAMURAL EDUCATION: I would describe the Antioch cooperative education program as one in which our liberal arts students can be exposed to real working situations and problems in the society. They are able to extend their academic studies and test theories in real practical situations. I think maturity develops from the exposure to real problems, the attempt to deal with them and understand them, and the student relating them back then to his or her further additional growth and study on the college campus.

I think this is terribly important to the liberal arts institution. This is the concern of Antioch as a liberal arts institution and of students who come here--what they can do about society and what they can do to participate in trying to change it. Before they can do that, they have to understand society first--an understanding which helps them maybe make a contribution even at that point in time toward future change. But certainly this produces an understanding in terms of their future career whatever it may be. It may help them choose a career because they identify problems which they in some way want to resolve, or attempt to resolve.

ARTHUR N. BILY, COOPERATIVE EDUCATION FACULTY: Cooperative education becomes one of the most important facets of a total liberal arts program. It assists us to work with students to establish where their own heads are in terms of what they would like to become involved in and then to help them expose themselves to the various settings that are available. For the student, these various settings and experiences in cooperative education jobs assist in bringing about an understanding of themselves by a discovery of who they are--their own identity.

Often the students come with a preconceived idea as to what cooperative education is, regarding it as only a job that earns dollars and cents. But as we talk it over with them, their own identity and their own relationship to situations outside the campus become more and more important in having them establish what their role will be in this broader society while at the same time understanding the various aspects of a liberal arts education.

ELAINE E. COMEGYS, COOPERATIVE EDUCATION FACULTY: The excitement for me of co-op in a liberal arts setting, particularly as we do it here at Antioch, is the student's personal growth and the help that the student gets in drawing forth his expectations and his objectives for each situation. The possibility exists then for the student to learn from experience, to use previous experience to make choices, and to succeed and fail in the co-op experiences, and to be supported, and thus to continue to grow and feel good about himself. That is the excitement.

An important aspect of liberal arts co-op is the myriad of choices one can have in a program such as ours. One can explore career choices, or languages, or hobbies, or different social and economic settings, or urban or rural settings, or ever so many ways of living, making decisions and evaluating progress. I always hope that the kind of measuring evaluation which can begin in a co-op period would characterize the student's liberal arts career. He can be making some certain and definite choices on the basis of his experiences.

JOHN W. HOGARTY, COOPERATIVE EDUCATION FACULTY: In our liberal arts program at Antioch we have 1,500 students; consequently, we have 1,500 educations occurring. No two are alike. The reason that no two are alike is because we do indeed have something called cooperative education.

We must add to that: we are dealing with adolescents; we are dealing with growth; we are dealing with change; we are dealing with the problem of what they are going to become.

In addition, there is the whole notion of the Antioch ethos that says: you are not like anyone else; you must make decisions which are going to affect your life; you must make decisions both in terms of career choice and academic background with the use--hopefully the creative use--of the cooperative education program. This places the student in what I like to think of as a "creative disequilibrium" which is a constant tearing, pushing, shoving, coming and going, and choice making.

This choice making is not to be buffered by anything other than the student making that choice with the hope that we can continue for the student the whole notion of risk without jeopardy. The risk of trying, the risk of change, the risk of trying out a new personality, the risk of a dozen career lines--but never with jeopardy! With risk and change, we keep out of the lockstep.

Ninety percent of our students choose to come to Antioch because of the cooperative education program. That same proportion of students, when asked at graduation what has been the most significant part of what has occurred, cite cooperative education. Recently when graduating students were asked to name the most important individual with whom they had dealt during their five year undergraduate career at Antioch, over 90 percent picked an employer as being most significant in what happened to them.

Our program is viable. We have a faculty. But we can't ever loose sight of the fact that the Antioch department of cooperative education has a faculty of 800 people--800 employers. Every one of those persons is a member of our faculty; every one of those persons is a teacher; every one of those persons is an evaluator; and everyone of those persons is making it a viable program and adding value to the student's growth.

PARKER: Our students tell us how vital cooperative education is to them, and we have observed the areas in which they have demonstrated change--intellectual, social, personal, philosophical, career, etc. In almost every instance it is the co-op employer and the co-op experience which had been the major change factor for the student. Notice that for our Antioch liberal arts students co-op is a vital part of the program because it gives them what they desire: (1) a chance to explore and examine the real world, and (2) the opportunity for career choice. These are the two dominant reasons that they see Antioch and its co-op program as of major importance for them.

Added to that is the option and the opportunity to reject career lines—very early rejection of career lines—not optionally protesting, but eliminating a career. I think they do more of that than not. Liberal arts students are very demanding in terms of the kinds of things they want to do. There is always a level of discontent and agitation for more and different things because some of our students find that they have specific needs to be in a certain locale, to make a certain kind of money, to do a certain kind of thing with a certain kind of person.

It is very difficult to satisfy all of those needs. That involves some careful planning and decision-making and compromising which we all have to do. I think that is a real skill the students have to develop. There is a constant demand in any program, but I think particularly in a liberal arts setting, to be constantly on the prowl for additional opportunities, where ever and whatever, because they're all grist for the mill and useful to some students.

Our motto is to lay the opportunities all out there and let the student choose from them, which makes it all the more difficult. If one operates out of a grab-bag or a clothes-bag sort of thing, then the student only has three or four things to pick from. That is not as realistic as our total Pandora's Box of opportunities, which is much more like real life. It is all there; pick it out; resolve what will do the most for you.

We never have enough jobs even though we have a thousand jobs and 500 students. We never have enough of the right thing at any one point in time. I can only say that we need to be constantly on the alert; we need to be constantly adding things; we need a tremendous backlog of jobs, more than any number of students we might be putting out in them, in order to help best satisfy student needs--student perceived needs.

COMEGYS: A successful program has to have full administrative and institutional support. It has to have established its credibility and its educational value. It has to have some quality control and evaluation. I think that is the marvelous advantage that we have here at Antioch.

PARKER: It is important that the program be totally embraced. I think that is the key. If the administration and the faculty are committed to it and support it with money and people and if it is embedded in the program in terms of how it is defined and accredited, then it has a chance to survive. If everybody supports it, and uses it, and believes in it, then it becomes a way of education at that institution. But if it is an ad-hoc arrangement, an add-on with limited resources, with people put in charge there because the institution has no other place for them, the program is almost doomed. I think that an institution that goes into cooperative education without really committing itself has no real intention of continuing with it. Unless they make all their plans to move into it and embed it so that it is a valid part of their educational program, then it does not have a chance of succeeding and it is just going to die.

A further path to failure is if the institution does not realize that you cannot operate a co-op program without a successful job development search and a large number of cooperating organizations on a national, local, or regional basis appropriate to what the co-op program is. The bank of employers is vital; otherwise the program cannot succeed. That means having the kind of people who can produce these jobs. To accomplish this they must use alumni, vice-presidents, ex-governors, pre-governors, anybody and everybody else as avenues to jobs.

BILY: There is the vital question and necessity of making cooperative education an academically respectable portion of the institution's educational program. To go at this you have to retrain the faculty. They must become able to solve the question of evaluating an experience as over against evaluating text-book learning. They are frightened by it. They are frightened by the necessity of creating a test--a written test--on an experience. What is embodied in a particular experience? For instance, a history teacher may be threatened by the concept of putting together questions on what kind of history was learned in a job the student has been doing and then of being able to assess accurately whether it was a learning experience. What kind of questions does one ask to find out what the student has learned? One cannot say, "All right. What about the War of 1812?" That is not the kind of question to find out about the body of historical knowledge that emanates out of the experience that the student has had--whether in a different region, living with an unknown ethnic group, in a ghetto or suburban structure, acquiring new insights and information from people, newspapers, museums, etc., all adding to a new body of historical knowledge for the student. There must be the retraining of the faculty to help them understand the methods of evaluation of this kind of experience.

HOGARTY: There is a further difficulty. It has been my experience and my observation, based on having run a couple of summer programs trying to introduce people to the notions of co-op on the East Coast and in the Middle West, that many of the people who are running co-op programs—I am convinced--are a bunch of dunderheads. In most cooperative education programs we are dealing with young people 17 to21 years old. We are dealing with students who are changing and growing. We are dealing with people who are in a disequilibrium. What is happening is that institutions are assigning a bunch of people to be in charge of co-op programs who have no business dealing with young people. They are insensitive and non-creative.

Our main concern at Antioch is not the employers. We don't talk about taking kids out of school when we send them off-campus to a co-op job assignment. We talk about

students, students, students! But some cooperative education programs are operated in such a way as to make the educational institution really a hiring hall. They are absolutely damaging to these young people who are in them. They put them into a situation that is totally foreign to them, with some anticipation that this adolescent is going to behave like a professional. Well, he is not going to behave like a professional. If we expect it from him, we ought to give him an honorary B.A. and kick him out of here. He is not a professional! He is a young person growing. He needs all the support he can find, whether it is in the classroom or from the employer. More than that he also needs help from the individual in the co-op program who is indeed managing the program. And, I repeat, many co-op directors across the nation who are not providing all this support are simply not cut-out for their job. I don't know what is wrong with them but they are not adequate to deal with these young people.

PARKER: I think the model that has been set out for liberal arts institutions has not been that of a successful liberal arts cooperative education program. Institutions have adapted the vocational model for liberal arts students and I think the students rebel all the more. An engineering or business student is much easier to track. We have seen enough of these around the country. They are less demanding and less volatile.

However, the liberal arts student comes on in a completely different way. He is creative. He wants to explore. He is not going to accept being put into a single track and then going down it. He wants to know what is happening all around him. The traditional vocational co-op model will not work for these liberal arts students. Unfortunately the structure of cooperative education that has been generally recommended has led many institutions to take a vocationally oriented person and put him in charge. The model which these institutions have imitated has led them to hire people who will attempt to establish and emulate a traditional type cooperative education model. Perhaps they do this because they believe that only individuals with business and industry personnel backgrounds can get jobs for students.

There is a big difference between the personnel job function and the educational role. If you were to talk to each of us and to the rest of our colleagues here at Antioch and ask how we would describe ourselves, each would say he is an educator, first and foremost. If the co-op people don't have respect in the college community from their colleagues in the classroom and from their students as educators first--a different kind of educator--if they don't have that first, they are not going to be very happy or effective. Yet, in scores of other institutional settings, when you talk with co-op directors, they do not really see themselves as educators as much as placement personnel. We are miles apart. They think of themselves as coordinators--not educators.

I think there is only a handful of institutions I've seen in which the co-op staff are colleagues in the true sense of the word and are given faculty status and are seen as valuable educators. Even in a large institution where they enjoy faculty rank, they're not accepted by the teaching faculty in a true colleague sense. The co-op credit is still an "add on" in many institutions in spite of all their experience and all their years. It is a real problem for cooperative education to have 95% of the co-op coordinators in the country see themselves and be seen as something other than real educators.

BENNETT COLLEGE

GREENSBORO, N C

Bennett College is a small, private, Methodist-related, liberal arts college for young women with a proud tradition of academic excellence. The 650 students are names - not numbers, and the faculty-student ratio is aimed toward keeping it that way. Because the college is located in Greensboro, North Carolina and close to four major universities and countless colleges, the students benefit academically from being a part of a large intellectual community. This allows Bennett students to benefit from having many distinguished visiting professors on campus. Bennett offers a choice of 27 majors through its three divisions: Humanities, Sciences, and Social Sciences -- leading to the Bachelor of Arts or the Bachelor of Science degrees.

The cooperative education program was established at Bennett College in 1970. The Cooperative Education Program is based on the idea that the larger community beyond the walls of the College can, and should, be used as a learning resource center. This academic option relates classroom study to practical work situations according to major interest areas. It allows students to alternate full-time study periods with full-time employment periods in government, business, industry, and service-type agencies. Within the cooperative education area, 80 students are placed this year in career related jobs.

The program has grown and envolved into a total Career Services Center for Bennett's students which presently serves 75% of the student body. The Career Services Center was established to stimulate the professional growth of each student by providing life-style planning, career development, and experiential education to solve the problems of career motivation, selection, and preparation. The area encompasses cooperative education, graduate and alumnae placement, and general career development activities. The Career Services Center is an academic function of the College.

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MAE H. NASH, DIRECTOR OF CAREER SERVICES CENTER: In 1970, Bennett College responded to the demands of her students for increased relevance and meaning by establishing an academic option that relates academic study to practical work situations. Our co-op students alternate full-time study periods with full-time employment periods in business, industry, governments, and service-type agencies. Our calendar plan allows each student to accumulate thirteen elective semester hours credit toward the baccalaureate.

Our students feel the co-op program is very beneficial. The students who have completed their co-op experiences strongly urge others to draw on the benefits of the program. The co-ops who have graduated have gone on to career positions that were embellished by 'higher-than-usual' job responsibilities and salary levels and had several sources of employment available to choose from. This, of course, met the goal of our cooperative education program.

The employers who recruit on our campus are very eager to utilize our co-op students as feeders for their permanent work force and graduate school recruiters are pleased to find prospective candidates who not only have a superior academic background but also an experiential base that enhances this background. I am really surprised and pleased by how many compliments the employer recruiters give us about the program and the experience that our students have.

Our cooperative education program is entirely student centered. We've been accused of wrapping our students in cotton-batting. Perhaps we do, but I think it has proved to be wise. We made the decision early that our attitude toward our students would be one of utter responsibility. I know that the traditional programs operated for engineering students don't do that. But their approach would never work for us here at Bennett College. We would never think of telling a student, "Your job is in San Francisco. It starts two weeks from Monday. We'll see you when you get back." There are programs that do that, but we don't. We help the student make travel arrangements and locate an apartment in San Francisco. The students know we are available during the work period if problems arise; they can and do phone me collect any hour, any day. This attitude on our part makes the student less fearful about the experience she may encounter on the job, because she knows we are all behind her to help her. We want our students--remember, they're black and female — to absolutely know that we're for them, that we greatly want them to succeed and that we'll do everything we can to assist them to make better decisions than they would without us.

Our students need a lot of supportive assistance. Many come from backgrounds which allow them very limited acquaintance with the world of work. As part of our orientation program for new students I tell them the following:

> For the rest of your life you will spend more time at work than you will at any other single activity. This means that your total future lifestyle will be determined by your choice of career and the occupations that will be a part of that career. Therefore, your career status will affect where you will live, whom you will marry, whom your friends will be, what beliefs and opinions you will develop, what you will do in your leisure time, and even the food and drink you will learn to enjoy. So--since today is the first day of the rest of your life--it is high time to seriously consider the kind of lifestyle you will want to maintain. And that's what we will do together. We will help you to assess your wants and needs in order to enable you to make wise decisions and sound career plans. You will (1) explore your interests, aptitudes, and other personal traits; (2) assess your self-awareness and self-esteem; (3) study a wide range of occupational opportunities; and (4) devise a plan for integrating these into your own personal career development process.

We make our students aware of the fact that they will face two kinds of discrimination in the world. There is still a lot of discrimination against women in this society and a black woman is really up against it. Our students really do need every bit of support we can give them. Why? The black female college graduate must be competent and confident to secure and hold positions that have previously been closed to her both because of sex and race.

Career counseling strengthens this by making our students aware of the limits of personal control, thereby strengthening confidence and competence in attempting the new and unknown. The intention here at Bennett College is to encourage women to try new life styles which tradition has previously withheld from them. In conjunction with the career counseling and co-op aspects of the Center, close attention is given to individual interests and aptitudes as a base for career selection.

The students are assisted in using various types of occupational information that give valid forecasts on where the jobs will be upon graduation; career development materials on choice, planning, preparation, and entry; and special techniques for applying and interviewing for jobs. Guest lecturers and demonstrators representing major employers and other occupational specialists are liberally used along with sessions conducted by co-op students who are back on campus on study assignments. All of this is done in

preparation of the student's successful career entry. Our experience points out the service which our program offers: Our co-op students are being given extraordinary job offers of permanent employment after graduation.

A wonderful fringe benefit of the program is this. As students participate in the co-op program, they find that their academic grades generally improve. A professional level of competance, skill, and knowledge is acquired in addition to solidifying their career plans.

The ultimate goal of our program is to strengthen all our students to the point where they have all the tools to really compete without fear or favor in a heavy society. I know this is not easy to do. But we need a new kind of education for a new kind of black woman. She just isn't going to get anywhere in this society if she is afraid and easily intimidated. She's got to be made to be sure she won't be rejected if she speaks up and says about some matter, "I don't think that is fair!" She's got to learn that she is protected by the law, that this is worth having but it is not enough. With the help of our total program and the excellent entry to employment that co-op offers, our students are able to start out on a career without the traditional fear of rejection that has paralyzed so many young black women and caused them to fail because their powers of initiative were frozen solid. Can you imagine what it is like to go to work on the job the first day and know you are regarded as a "high risk" employee? A lot of white people wouldn't make it to regular employment if they had to start that way.

So, I repeat because it's important, our Bennett College program is a custom tailor-made arrangement to be as supportive for each student as that special student's needs make necessary. And we do not limit this assistance to the campus. Our students are given help with housing, travel, and how to fit into a new job. I try to avoid a mis-match of the supervisor and the student's personalities. I don't send out a shy black woman to go to work for a gregarious, aggressive supervisor. I'm on call to help if there are personality clashes. I can intimidate just as well as the next person when it means I am protecting my student. Now, of course, I try to use good judgment in all this kind of thing. The students must gradually become stronger--I try to re-inforce their success--and they must finally stand on their own feet. But what I am is an umbrella of concern and I am there to help this growth of strength in them to occur and to have it hindered as little as possible by their apprehension.

We've worked hard on our job development. We have job slots available in many places all across the country-in Washington, New York, Boston, and California for example. We have a real rich grab-bag of job variety. They are all career related jobs.

It has taken us a full five years here at Bennett College to totally build our program into the College and the College curriculm. I just don't believe that our program could have survived--that it could have achieved the present level of success we enjoy today--if we had not had five years of full funding.

Besides developing the necessary support and interest by a wide variety of employers, we needed the full five years to convert our traditional liberal arts faculty members to understanding and supporting cooperative education because of what it can do for Bennett College students. We had to move slowly with the faculty. They now see how valuable our Career Services Center is to our students and they are friendly, and in most cases supportive of the program. Only after four and a half years of Office of Education funding did the program develop to a position of recognized value by the administration that I was then assured the program would continue whether I secured outside support or not. There is no doubt that our co-op program is regarded as a continuing part of service to students.

THE AMERICAN UNIVERSITY

WASHINGTON D C

American University is a private university with an enrollment of 14,000 students. During 1973-74, the American University Cooperative Education Planning Committee developed a program for cooperative education which was approved by the Provost, the Vice-President for Academic Affairs and the Council of Deans for implementation in 1974-75 with grant support from the Office of Education. Under the basic format of the program, undergraduate and graduate students who elect to make cooperative education experience a part of their degree program usually alternate six-month periods of full-time paid employment with six-month periods of full-time academic study. Upon successful completion of each work assignment in a job approved and supervised by a University Faculty member, the student is awarded 2 units or a maximum of 4 of the 32 required for an undergraduate degree. For graduate students, the maximum number of credit hours is to be determined by the faculty advisor. As the nature of these jobs vary, the degree credit may be in the major field or in electives. There are 82 students in the liberal arts cooperative education program. The Co-op program is open to applicants who are enrolled as full-time students in undergraduate and graduate degree programs of the College of Arts and Sciences, the College of Public Affairs, the School of Business Administration and in the Bachelor of Science in General Studies Program of the Division of Continuing Education. Freshmen and transfer students in their first semester of attendance are ineligible for immediate placement but may apply to the Program for placement in subsequent terms. All applicants must be in good academic standing (maintaining a minimum grade point average of 2.0 for undergraduates and 3.0 for graduates). All students must have available elective credit since Co-op credit may not replace major field core requirements and must obtain the signature of their advisors approving their participation in the program.

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EVA KLEIN KANTER, DIRECTOR OF COOPERATIVE EDUCATION: Our program is successful for students in certain areas of liberal arts where it is easiest to find jobs in the Washington Area. Co-op jobs are usually pre-professional or mid-level positions; they may be with private business or industry, local and federal government agencies or social service organizations. The use of federal college work-study money allows us placements at places we could not otherwise reach. We have not yet had time to really work specifically in certain areas of liberal arts like philosophy, literature, religion and we hope in the future to expand in these areas.

APRIL NICHOLS, COORDINATOR: I would say our program has also been successful in liberal arts for students most interested in doing research. I think it has been successful for students interested in a broadening experience in their education more than just interested in earning money.

TOBIE VAN DER VORM, COORDINATOR: There have been several liberal arts students that have gotten so involved that they have almost developed a specialty with the employer.

KANTER: That is particularly true of two of our students placed at Planned Parenthood. One developed a new public relations program for Planned Parenthood and they can't replace him. They would like to keep him forever. One of our bright young women there developed a new system for peer counseling for teenagers. We had to leave her there another term. We have had instances of students who have gone out

and actually established a new program. I think students really can make a mark--not in government agencies but in small organizations with a small staff. Students have more latitude and responsibility there. These are my favorite positions because a student gets a much more varied experience.

I think it is clear that liberal arts students are very nervous about whether they are going to have a career and they come here for help and experience. American University has a good career development program for counseling liberal arts students toward career goals. We do a lot of referral back and forth between us and the Career Development Center staff.

Some of our students do not enter the program for two reasons. First some apply and we cannot place them. Second this is a large campus, about 14,000 students, 6,000 full-time undergraduate, 3,000 to 4,000 resident students, and it is very difficult to get the word out. The departments are very independent. The largest single reason for students of liberal arts not applying to the program is that they do not yet know about it.

To date our job development has been somewhat passive and any lack of success in our program I must attribute to the fact that we have not yet had enough time to do extensive job development. Our faculty has been helpful. They have provided us with lists of organizations to see. We write these people, then try to follow up with phone calls or visits. Through direct faculty contacts we have developed good jobs. A faculty member has a friend or colleague and gets the job that way. Word of mouth has helped with the work-study placements. Agencies have heard from other agencies that American University has this program and we get calls inquiring about it.

NICHOLS: The students themselves help. If they know they qualify for work-study money and know of an agency they want to work for, they approach the organization, explain our program, and we follow up with a phone call and they are placed.

KANTER: We have found it is effective to let students loose to try to develop their own jobs. If you have many people out looking for jobs, you have that many more personnel working on it. We could not possibly be coming up with enough jobs for all these students on our own. A History major, for example, had a personal contact with the Smithsonian and was able to land a job there. I would not have been able to do this. We try to encourage the student, if we think the student is mature enough to do it, to go out and look for his own placement. Involving the students on their own behalf is very useful.

About one-third of our co-op students are placed with the assistance of college work-study funds. We placed a political science graduate student with the National Center for Public Service Internship, where he runs the office. We have placed one of our black students first with the Baltimore Sun Washington News Bureau, and then, using college work-study funds, with Africare, a non-profit organization.

In the first year I spent a lot of time with faculty to explain the concept of cooperative education and I generally found that the faculty was willing to believe in the concept. They were a little nervous about what it would mean to their role. I think the approach to use in gaining liberal arts faculty support is to emphasize their essential role and help them understand it is a very important teaching function. Here our faculty are the coordinators supervising students. It does not threaten their determination of who gets credit for what. When you take away the personal threat they can then deal with the educational issues. When you point out to them that the world extends beyond their classrooms and that when the liberal arts students

are done with their courses they are going to have to face the world, they understand that.

The key thing is to point out that liberal arts education can be preserved if we make the degree marketable. I think a lot of co-op directors make the mistake of marketing themselves rather than cooperative education. It is a mistake for them to see cooperative education as career education and opposed to scholarship and intellectual thought. I go in the other direction because I see my primary function as a support function to higher education. If you believe that the primary purpose of higher education is higher education and the general acquisition of knowledge, with career education being important, I find they are willing to agree. Co-op directors tend to come on too strong. I think it is a mistake of approach. I tell the faculty "I want to help you keep liberal arts education together." They are faced with declining enrollments in liberal arts and if cooperative programs can be seen as a way to save students from being turned away from liberal arts, that may make them receptive.

We have from the beginning launched a program with a complex design by involving the faculty. I think this makes the program embedded in the institution. The Dean of our College of Arts and Sciences has been very supportive in terms of instructing his chairmen that he's interested in the program and wants them to work with the program by specifically helping develop jobs.

In the first six months I had the task of designing the program in three colleges. Arts and Sciences, Public Affairs, and Business. It was probably crazy but I had to design a program that would work in all the colleges, not just liberal arts. The best thing I did was study what cooperative education is and what this campus is. I spent eight weeks talking to dozens and dozens of people. This turned out to be a blessing because I acquired a feel about what the campus was like. I developed the program design and the faculty approved it. The key is to know your institution, the community and your students and try to tailor your program to them. I wrote a 73 page program proposal and I am certain that those who read it were impressed by the comprehensiveness of the questions I had raised and dealt with.

We do not have in any way, shape or form general faculty resistance. We do have isolated faculty members who think the program is not a good idea or do not want to work with it. I'd say we have 95-99% cooperation.

NICHOLS: In regard to faculty involvement at American University, every job that comes through the office is approved by the faculty before the student is placed. The amount of credit is set according to the number of months the student will be working. The faculty can say, "Yes, the job merits credit", or "I don't think credit should be awarded." This keeps the faculty involved, which is important. We send a letter to the employer with a position description form attached on which the employer describes the qualifications needed and the duties to be performed. This goes to the faculty member who gets in contact with the employer if additional information is needed. The faculty coordinator makes a decision based on this information. All faculty members are encouraged to visit the site where the student is working and some have done that and reported on what they have found.

PASADENA CITY COLLEGE

PASADENA, CALIFORNIA

Pasadena City College, a two-year, public institution, began its Cooperative Education Program in 1970 with a single staff member, 30 students, and the aid of federal funds. Although the College no longer receives federal funds, its cooperative education enrollment in 1975 is more than 2,700; the total enrollment at the College is 20,000; it is the sixth largest in the United States and the largest west of the Mississippi.

Pasadena City College is located in the San Gabriel Valley and serves six unified school districts. The population being served by this cooperative education program resides mainly within the Pasadena Area. This area is 60% Caucasian, 27% Black, 10% Mexican-American, and 3% Asian-American.

Cost effectiveness of community college cooperative education is being demonstrated as highly productive for the funds invested.

Man hours of co-op coordination including job development, counseling, evaluation, and on-the-job consultation are 5.87 man hours per student per semester. Cost of cooperative education (other than on-campus classroom instruction) including 3 semester hours credit per student, with associated teacher coordinator activities, job development, counseling, and on-the-job consultation and evaluation is $52.17 per student per semester.

These calculations are based upon salaries of $15,650 for instructor-coordinators working 8 hours per day for 220 days per year, providing full coordination services for 2700 students.

Now an integral part of all departments of the College, the Cooperative Education Program at Pasadena City College employs 70 part-time teacher-coordinators in addition to its full-time staff of three professionals and six student placement employees. This year the College has allocated $242,506.00 for the Department of Cooperative Education and Placement Services, or approximately 9% of the College's total budget.

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RALPH GUTIERREZ, DIRECTOR OF COOPERATIVE EDUCATION and PLACEMENT SERVICES:
At Pasadena we deal with the students' upward mobility from where they are and assist them in going someplace else. We have students who already have very fine jobs, but they are unhappy in their jobs. What we do with these students depends on the individual. If it turns out to be an impossible situation, we discuss what needs to be corrected on the job, etc. If it is an emotional problem we have psychologists on campus to assist; if it is medical, we have physicians to assist. We deal with the total student.

I would like to identify why the students are here in school. Our students are here to gain an education for whatever the education is worth to them! If they are working in a social service area, we try to get them to see the course contents we offer here and relate this type material to their job. We also develop with them job finding skills. We work with the student in many ways. We don't stress academics in our cooperative education program; it's not a deliberate attempt to do that. Our

primary concern is the student, not the curriculum. We work with the student and try to get that student to see other alternatives to his job. If the student is working in the department of social services we get the student to see that he can also become a recreation director in a hospital, for example, or a convalescent home. It depends. I think this is the key to why our students stay in school.

What are some of the effects on the students of their being in a cooperative edcuation program?

Retention of students is improved by a factor of more than two to one. Evidence resulting from three years of program development indicates that overall retention rates in regular courses are 65% to 70%, while retention rates in co-op range from 75% to 95%. The median rate of class withdrawal is 32% for all students, as compared to 15% for co-op students. In other words, for every two students who leave the traditional programs in our community college before completion, only one cooperative education student leaves before completion.

In addition to receiving individual attention from coordinators and supervisors, the preparation of learning objectives provides a valuable experience for the students. Many students use this opportunity to gain definite communication with their supervisors in terms of what is actually expected of them. One student saw the objectives as a vehicle to gain recognition from her employer of what her job had actually developed into over the year in which she held the position. She had been unsuccessful in previous attempts to bring this to his attention.

I think too many times education has been forced on us and we hear the cry that it's not relevant. I won't go so far as to say education isn't relevant but I do think the student's interest should play a big part in what the student does. Education has suffered from being, as many people call it, "an easy course to follow." As a result you have a lot of students who have been damaged by teachers who were not interested in them. It was a point of least resistance for the students to go through the teacher's academic set of hoops. As a result irreparable damage is often done to the student because that teacher was not interested.

Now we take that student's interest at this time--and I understand that interests change as the student matures--but at this present time, where that student is, that's where we have to deal from. Too many of us don't go by what the teachable moment is or are insensitive to when is the time to deal with the student.

If we ask a student, "Why are you in school?" and he says, "I came to study psychology." Then we ask, "What type work are you doing?" and we try to bring out a reply--if it's "I'm perfectly happy."—fine. That's no problem. But we have many students who don't even know why they're in school. These are the students who just sit! We have some come in and we ask what they're interested in and the answer is not the job they're working at. That is the type students we are dealing with.

The questions are: The institutions are here for what? To make money? To provide jobs for teachers? Or are they here for the students? Now I note that often the student is the last person that is ever brought up in a philosophy statement. The administrators talk about the community, the faculty, everything; even when you sit in on budget committees or in arbitration, the student isn't mentioned once. If we got rid of all the students —then what would happen?

At Pasadena, we are starting with the basics in the development of why the institution is here. I simply have to react to the attitudinal thing one finds

throughout all academia. Perhaps that attitude is the reason for the so-called success of the majority of the cooperative programs around the country--the success of having 40 students in a program! Starting where we start is the reason we have 2,700 students in our program after only five years. Twenty-seven percent of these students are in the areas of social science and humanities. The first year we had 30 students (1971), to 187 (1972), to 375 (1973), to 886 (1974), to 1,600 (1975) to 2,700 (1976)—a phenomenal rate of growth.

Our co-op program is helping the student by also re-educating the academic staff. I think for the first time they are realizing their role in education. Rather than a 15 hour week here at the institution, there is a 24 hour life in which the student must exist. The student sitting before them is not a pink-cheeked school boy but someone who has a big responsibility at home in many cases. Our student's average age is 28.1 years. I think our teachers are different as a result of the co-op program. That's why I regard it as academic re-education. Really I think we're on the first step of re-educating the faculty. I'm a very optimistic individual.

Are the faculty paid to teach or are they paid to serve the student? If they are paid to teach, how do they sell their product? If you were in a business and made 1,000 items but couldn't sell them, what good are you? Now take someone in academia. He can go out and teach, but teach the students to do what? If other schools are having trouble with liberal arts programs, that's their problem. I think the faculty should try to make the liberal arts serve the student.

Our co-op department has 70 teachers with 5 classes per week, each class with 30 students. These faculty—cooperative education coordinators—reach many, many students. We have institutionalized our cooperative education program. It is <u>not</u> something you find out in a trailer in the back of the boy's gym. It is here in the Administration Building. Co-op is an accepted concept at Pasadena City College. (Total student body 20,000: total faculty 425). We have these 70 active cooperative education coordinators and a waiting list of 86 other faculty members that wish to assist. In working with our students they are paid an overload rate of $53.00 per student per semester--the equivalent of teaching them in class.

Is our program a success here at Pasadena City College? I think successful would be an under-statement. I hear people talk about their successful programs with only 30-40 students. They have a director and an assistant director; they make placements here in California from the East Coast. It's a waste of money to send someone out here to supervise a student. I really wonder about the cost effectiveness of doing this.

The traditional accepted co-op approach has been to get a job, to put a student in that job and to enroll him in cooperative education. The end result is what? The student has the job and will try to relate that to his academic experiences. I think that point is only one starting place. Why not also use others? In many institutions the students are already working and probably are in better jobs than the entry level jobs that you can find for them. Therefore, we merge placement and co-op because we have long-standing relationships with business and industry to begin with. Why not utilize that? Too many people are hung-up on a sequence—you know, A,B,C,D. But we make our placement office work for co-op. Some institutions are afraid to merge the two. I can say the merger here worked out very well. In our placement office, we have more jobs than we have students. We place on the average 300 students a month through our placement co-op office.

When we established the co-op department here at Pasadena, there were 21 different

field practice courses. Now they are all administered as cooperative education programs. We agree with the administrative approach that was basic to the way FDR used to organize the government. He was very comfortable having Jesse Jones and Henry Wallace competing in the same areas trying to get something done. They got a lot done! We are very relaxed if the other departments want to join in this good thing we have going for our students in cooperative education.

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DR. CECIL OSOFF, PROFESSOR OF COOPERATIVE EDUCATION: Pasadena City College in the last three years has gone from the area of general field experience into what we call the cooperative education experience. Using the seminar Co-op 10, we organize the students, especially in the areas of social science. Co-op 10 is a one hour a week seminar for 18 weeks. We get together 30-40 students in 4 or 5 groups of students in the social sciences. We find that one student might want to be a lawyer, or a public administrator, etc. The teacher is from one of the disciplines. For example, Dr. Hugh Peterson, who is a psychologist, meets with the liberal arts majors and presents material from that discipline which is useful.

The Co-op 10 class is actually part of an entire process for the student. First the student comes to the Admissions Office and enrolls. Then he goes from there and is counseled--not so much sensitivity counseling but program counseling. The counselor asks the question, "Do you wish to work?". If the student answers yes, the counselor suggests the student come down and talk to the cooperative education department. When he leaves the counselor's office and comes down here, one of us sits down and talks with him. We talk about the student's needs, food, clothing, and shelter and try to set up, along with the program schedule, a plan of how he is going to exist. The student will probably say, "I don't have any money." Then, we either call up or walk him down to the financial aid office and help him apply for financial aid. Then, if he is also mixed-up as to what he is going to do after he leaves school we take him on to the counseling center which has catalogs, films, etc., where he can sit down in front of a computor and ask questions and get answers concerning what he could do. Along with this the counseling center gives tests--personality, Kuder, Strong-Cambell, and others. The student becomes armed with tools and finds out that someone wants to do something for him.

In the liberal arts seminar we have guest speakers. I've had as speakers two state senators, one congressman, one assemblyman, etc., coming in to address these small groups of 30-40 students.

The faculty involvement has been as asset to our program. I think if we had not had the funds from the beginning to pay the faculty members to work in the program, they would not have taken an interest. But once they got into it and saw the student in a different role, it opened up a whole new vista for them. Now the faculty coordinator gets involved and also gets to know the employers and even recommends students for jobs. These liberal arts faculty are "feeling people" and like the sharing and recognition for themselves and their students. We say to the department chairman at Pasadena City College:"We feel that as an extension of the department of social science we can give a practical experience by having your students work in the field. We would like to form a partnership with you."

GOLDEN WEST COLLEGE

HUNTINGTON BEACH, CALIFORNIA

Cooperative education was established in 1970 at Golden West College, a two-year public institution. In January 1976 there were 22,500 students attending this two-year community college, with almost 15,000 of them being evening students. There were 14,000 full-time students. The total number of students in the cooperative education program in the academic year 1974-75 was 3,000. Of this number 200 were in liberal arts programs.

The Cooperative Work Experience Program at Golden West College is flexible. Students are offered three types of arrangements: (1) Alternate Arrangement - students alternate semesters of full-time work and college courses; (2) Evening College Arrangement- a full-time employees attend Evening College; (3) Parallel Arrangement - full-time day students work part-time.

One elective unit of credit for work experience is granted for each seventy-five (75) hours of work per semester. Generally, students may earn four (4) units of credit per semester; however, those students who receive special approval may earn up to eight (8) units during the regular semester and up to six (6) units of work experience credit during the summer session. A student may earn up to a maximum of sixteen (16) units of work experience credit while attending many of the 103 Community Colleges in California.

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KARL STRANDBERG, ASSOCIATE DEAN, DIRECTOR OF COOPERATIVE EDUCATION: Cooperative education for us is really multi-faceted in our community college because we have a very broad understanding of cooperative education. We believe that cooperative education organizationally represents all the functions that reflect the relationships between the employed community and the college. Under that umbrella we have placement, volunteer and co-op work experience education. Just recently we have added financial aids and special assistance for EOPS programs. We include all of that under the umbrella.

In co-op work experience we are dedicated to granting credit to students who are working in jobs which relate to their major or their occupational goals, be those jobs volunteer or paid. The majority of them are paid, part-time or full-time, be they parallel or alternate semester. What we are really interested in doing is helping our students to realize the value of working while continuing their education and getting a field work component experience right along with their classroom experience.

Our program has been an evolving one. We began what we call the second phase or the second generation of cooperative education in our district in 1970. Prior to 1970, we had some faculty members on the two campuses, Golden West and Orange Coast. We're a two-college campus and two-college district. We had some faculty members on our campus in technology, business administration and law enforcement, those three subject areas. We had some faculty members who were giving work experience credit to students. Maybe college wide, about 75 to 100 students were involved in the three subject areas. In 1970 our college district, the two colleges, and the San Mateo Community College district, three colleges, Skyline, Pinata, and San Mateo, were granted a three-year vocational education grant to develop cooperative education at the community colleges. Those funds came directly from Washington. We had, ultimately, three-year funding and for the five colleges in the two districts, it amounted to about three-quarters of

a million dollars, about $250,000 each year for three years. We had in our district a director appointed in July of 1970 for each of the colleges and a district director. We decided early as we met and began to look at the proposal that we were committed to, that we wanted to provide co-op work experience credit to all students by the colleges.

That meant immediately we were talking about both day and evening students. From the inception of this second generation co-op in our district, both day and evening students have been able to receive co-op credit. We also went to the Golden West College Council on Curriculum and Instruction in each of the eight academic divisions. This made it possible for us to grant work experience credit up to four units each semester for a total of four semesters. A total of 16 units can be earned by community college students in California. Those units go on their transcripts. We give them a letter grade for the co-op experience. That letter grade is included in their GPA just like any course they would take on campus. We also had the task in 1970 of identifying students who were already working in jobs that related to their chosen disciplines and enrolling them for credit or, through our placement function, going out into the community and developing jobs, placing students, and then enrolling them for credit. We do all of that so we have a philosophy that cooperative education is going to be centralized in terms of administration on the campus and de-centralized in terms of field coordination.

This semester I have 70 faculty instructors, serving 1/3 time as coordinators and coordinating our 1,500 work experience students. Each of those 1,500 students is assigned to a faculty member in his particular discipline. For example, I have fine and applied arts students who are assigned to a faculty coordinator whose background is in fine and applied arts and is teaching that. Most of our faculty coordinators are receiving for their efforts overload pay.

All of my liberal arts instructors are doing it as an overtime assignment. My faculty is paid on the formula basis for their overtime assignment. For every five students they coordinate, they receive one hour per week of overtime compensation. The average hourly wage is about $17.00 per hour which means then, in order to make the system operate, it takes a faculty involvement of about six hours per student per semester. With the compensation they are receiving on a formula basis, they are actually earning about $9.00 per hour which is an equitable salary if we compare it to other professions they can have in addition to their full-time teaching. That allows me then to get a professional person committed to the philosophy of cooperative education and willing to get involved in co-op as an overtime professional experience and really be involved, not on a marginal basis, but really be committed to helping develop the concept. So when I require two field visits per semester they realize that's part of their six hours per student per semester commitment. They're not reluctant to give that kind of time.

Since 1970, we have had magnificent administrative support from the district office to the presidents. That support has been invaluable as we have grown. Part of that support is reflected in the fact that we are able to offer our instructors here at Golden West College, on an overtime assignment, the second highest compensation for their overtime assignment of any community college in the state. I don't go to my instructors and ask them to get involved as a field coordinator on an overtime assignment simply altruistically. I'm able to give them a very professional overtime compensation for the work that they are doing.

Our Coast Community College District strongly supports the philosophy that a student's learning experience on a job is as valid as the learning experience in a classroom

setting. Job-related learning experiences should be recognized by assigning units of elective credit and a letter grade in the same way as other courses being offered by our institutions. Accepting this philosophy immediately places two mandates on us: 1) to design and implement an educationally sound method of assessing the learning value or content of a student's job each semester that we grant credit, and 2) to develop a sound procedure for assessing the student's performance in order to assign an appropriate letter grade. Beginning in 1971 the search began for a creative response to the two mandates. We pioneered in combining the theory of learning objectives, as espoused by our colleagues in education, and the "management by objectives" concept of employee evaluation, as espoused by employer representatives in designing the performance evaluation of cooperative work. During the past five years we have successfully field tested this approach with approximately 10,000 students and an equal number of employer representatives.

One of the concerns that cooperative work experience educators have agonized over, historically, is an educationally sound procedure for assessing the learning that students experience from their job assignments. We believe, and our contention is supported by the 185 faculty members who have helped us refine this process, that the learning objectives approach insures academic integrity in co-op programs.

What this enables us to do is to identify, each semester, the student's major learnings and get those stated in performance-objective format. Our instructor works with the students either individually or in small groups and gets those statements of objectives which really form an agreement or a contract arranged. Then our instructor goes into the field and meets with the student's supervisor and reviews the objectives. He asks if they're valid, if they are achievable, if they represent the major learnings that the supervisor thinks the employee is receiving on his job that semester. He asks the supervisor to agree that they are valid, they are achievable, and to evaluate the student's performance based upon those identified objectives. Then, at the end of the semester, about the 14th week in the semester, the student comes in and meets a second time with his faculty coordinator. They go over the objectives and evaluate his achievement, objective by objective, and submit a student report, documenting his self-evaluation. Then our faculty coordinator goes out and calls on the supervisor a second time and gets a formal evaluation from the supervisor. Using then the student's self-evaluation and the supervisor's evaluation, based on those identified objectives, the faculty coordinator assigns a letter grade.

You are probably familiar with the recent College Placement Council report that has been released. It shows in a tightening labor market how difficult it is for our students, especially our liberal arts students, to be employed if they do not have some good solid field experience. We know that if our graduates go out with a portfolio to interview for a full-time job upon graduation that does not include any work experience, they're very unattractive in today's labor market. Our students today, as reported by our counselors in all disciplines, not only liberal arts, say "Where are the jobs?" We're finding that our students are increasingly more concerned with choosing a college discipline depending upon what's out there in the labor market. In terms of making a person marketable upon completion of whatever level of education he wants, work experience today is more important than ever before.

We approach job development in a non-traditional way. All of my 70 field coordinators are armed with brochures and job development cards each time they go into the field. We are asking our field coordinators, when they make their contact, to leave that job development card with the supervisor and encourage him to see the college as a resource for part-time and full-time help. So we generate jobs that way. I have two coordinators in addition to myself on the full-time administrative staff. Each of

us has, as a part of our work assignment, to do job development and so we are following up on some of the field work that our coordinators do when they go out. We operate a college placement service receiving phone calls from employers and we turn as many of those calls as possible into co-op work stations.

We have had significant field experiences by students in fields such as psychology or sociology working with both children and adults who have significant psychological and physiological deficiencies. That's been a really good experience for a number of our students. City government has provided some jobs. It's kind of interesting to get a philosophy or anthropology student into a public administration kind of job. We do interface with five or six of the major municipal governments outside our college district. That's been a good resource. We place a good many liberal arts students in elementary and secondary institutions as teaching assistants or instructional aides. We also work with some public and private non-profit institutions in creating paid work stations using college work-study money. Again, those agencies that we originally contact through a volunteer bureau can turn into a paid position for the student, with 80% of the money being provided by college work-study money and only 20% having to be picked up by the employer. I would encourage other colleges to use some of their college work-study money for off-campus job development.

Prior to September of this year when Financial Aid became a part of my administrative responsibility, we did very little in that area because the majority of work-study monies at our college were being used to develop on-campus jobs rather than off-campus. I really have had a running debate over the last two or three years with the Financial Aid office about that. When in July we decided to make the Financial Aid Office an organizational part of our co-op program, one of the negotiable factors of that decision was that at least 30% of the work-study monies could be used for off-campus job development and I got my dean to agree with that. So we have just begun. The way that I have integrated that in, one of the staff people in addition to myself does field job development for the college work-study stations. We met this week and have committed another $40,000 to off-campus job development from CWSP funds. The guideline for the use of these funds can be found in chapter 308 of the Federal Personnel Manual.

The faculty that are involved as coordinators obviously are very excited about it and a number of their colleagues who are not really interested in being faculty coordinators also share their enthusiasm. But I must say that, as on any college campus in the U.S. today, 2 year or 4 year, we do have our share of critics and the majority of them are in the traditionally non-vocational subject areas like the liberal arts. I could introduce you to a philosophy instructor who would think that co-op education was probably the most useless kind of experience a student could have and I've been working with him for 6 years trying to change his attitude. But, overall I think we have a strong acceptance on the part of our faculty to the whole concept of cooperative education. I am a proponent of part-time field coordinators as compared with the full-time field coordinators. The reason is that I want to get that full-time art instructor or sociologist or psychologist or anthropologist out into the field and I can't do that if I'm having students coordinated by full-time coordinators who don't carry a teaching assignment! They are instructors first and work experience coordinators second. But I want to hasten to say that we provide a good deal of in-service training so they see that their commitment to co-op is professionally every bit as valuable as their commitment to the classroom. I have to come back again to administrative and faculty attitude. If the administrators or faculty of a college are not convinced that field experience is an integral part of the educational experience for their people, the students are going to suffer because the program just will not function successfully as it does at Golden West College.

FIORELLO H. LA GUARDIA COMMUNITY COLLEGE
31-10 Thompson Avenue
LONG ISLAND CITY, NEW YORK

La Guardia Community College is a public, comprehensive, two-year college established in 1971. It is an unique institution of higher education in that it was the first community college in the country fully committed to the idea of Cooperative Education from its opening day. All students in all programs are required to complete three 13-weeks full time work experiences for which they receive academic credit. La Guardia is part of the City University of New York.

The vast majority of students choose La Guardia because of its cooperative education program. The sharp increase in enrollment is one indication of student interest in cooperative education. Total full-time enrollment in the fall quarters of 1971, 1972, 1973, 1974 and 1975, was 540, 1428, 2295, 2600 and 3200 respectively.

The experience of La Guardia indicates, among other important achievements, that cooperative education arrangements are a worthwhile and successful approach in meeting the difficulties inherent in the challenge of educating disadvantaged youths.

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SHEILA GORDON, ASSOCIATE DEAN OF COOPERATIVE EDUCATION: In describing our liberal arts program, I would start out by saying perhaps what it's not. It's not a program in which we focus on getting the history major a history experience, per se. Our students may be interested in history as a major yet not want to pursue it as a career. They are liberal arts majors because they want to get a general education and to explore things in general. Therefore, we don't feel bound to find a history internship for a history major.

Instead, we are anxious to give the student opportunities in a number of kinds of placement settings to explore the things they have studied, to see them in their real context, to view them as general laboratory experiences and to understand liberal arts in their context.

They also have the opportunity to explore careers, to decide what they want to do and to focus on their motivation. Our students are not unique in not really knowing what they want to do. Career exploration is a major focus. We also see co-op for liberal arts students as a way to help them develop and grow personally.

With those objectives in mind, we choose from a wide variety of possible internships or experiences for students. We can give a student a chance to work in a bank. In the context of that bank internship, we ask the student not only to look at banking as a career but also ask the student, "What is there about history that becomes interesting when you look at X bank or Y bank?" We try to make relevant the liberal arts disciplines in the context of a career the student might be interested in exploring. We have a more specific program in which students with specific liberal arts majors, such as education, have field experiences which directly reinforce classroom experience.

NEIDA ZAMBRANA, BILINGUAL COORDINATOR: As coordinator for the bilingual education program, I am working with 150 liberal arts students who are taking a specialization core in bilingual teacher education. Those courses have field based off-campus experience requirements. We provide for them a linkage between what is being studied at the college and what that means actually when they are out there attempting to perform a given task. This entails, of course, considering oneself within that context.

Theories or ideas the student has about the job often collapse when they find out the realities of the work and the realities of themselves. There is a constant effort to try to see the relationship of what they are studying here in terms of what they are doing out there.

CATHY FARRELL, LIBERAL ARTS COORDINATOR: We view our role as coordinators of liberal arts cooperative education students as one in which we work with them in making selections that are going to be valuable and challenging to them, but challenges they are going to be able to meet. We don't send them into obvious failure. We want them challenged but we also want them to realize success. Through experience in working with students, we have recognized that you can't pigeonhole people. We find the students feel most in control when they have a number of options and they're going to learn most if they're not plugged into something that's restrictive.

IRWIN FEIFER, DIRECTOR OF PROGRAM DEVELOPMENT: My responsibility is to operationalize the educational aspects of the program objectives. Our own liberal arts backgrounds definitely influence our perceptions of not only the liberal arts major but also what co-op is all about. We tend to come to an experiential definition rather than the strict job placement definition.

In most co-op institutions co-op is attached to academic departments. We are a separate division here. This provides better coordination with employers. There are so many students that the coordination problems would be enormous any other way.

One of the things we are doing in terms of linking liberal arts classroom disciplines with internships is to better operationalize the concept of educational growth. What we are doing here is taking the liberal arts disciplines--psychology, sociology, economics--and starting with the belief that the internship experiences can be viewed as a laboratory for these courses in the traditional sense of what a laboratory means. We are trying to set-up field syllabi, where the student goes out and looks at his internship setting and the world of work as a slice of life where most concepts have applicability in that work experience. We ask the student to analyze in a pre-structured way how these concepts apply. This doesn't answer the specific question, "How do you turn on the liberal arts student?" but it does serve as a way to relate liberal arts, the classroom and the internships.

GORDON: As a liberal arts person myself, I am particularly committed to the idea of liberal arts co-op. This is the area that has been the most challenging and difficult for us. It is perhaps the most valuable area for students because the students' connection with their careers and with the practical implications of what they study is tenuous in most programs. It is my feeling that our graduates are in touch with reality and have a clear understanding of the connections between what they have studied in the classroom and what those disciplines mean in a functional way.

The outcomes of our program as we've seen so far indicate two things: 1. Those students who decide they don't want to go on immediately to full-time study get jobs. 2. Those students who do transfer full-time do as well as other students and feel--now this is an impressionistic reaction--that they are much more mature than the equivalent student who has been bouncing along for two, three, four years being an English major or whatever. That's a very important sense of self-confidence to have.

Sixty to seventy percent of our graduates transfer full-time. We know of a number of situations where the students have continued the co-op model on their own. One of my own students is still working on a 20-hour per week basis with the original co-op employer. We will graduate in June from a four-year college. He's continued that mix of study and application that we try to encourage.

We have asked our graduates what they think of the program and they think it's beneficial. The liberal arts students have been tremendously supportive and noted they feel that on their internships they learned things not possible to learn in the classroom. So they have seen both academic and career benefits of the program.

FARRELL: In considering how our program is of value to our students, the first thing is that a large percentage of our students suffer from lack of confidence. They come to us with this problem. One value of co-op for them is when we make good matches, we are offering our students an opportunity for successful experience and for testing out their skills and interests in a new and different environment. After one internship in many cases we will have a student come back to classes who is a much more confident individual because he has performed a useful and important set of responsibilities which three months before he would never have imagined being capable of. This can be reinforced again on subsequent internships.

Our program is not optional. We have students who are older, having already had work experience, who say, "Why should I do this? I don't need an introduction to the world of work." One of the responses I use is that the program is not the same for each student. For the younger student, it can be an introduction to the world of work. But it also clarifies values and goals and sets directions for the future. Our more mature students probably wouldn't be in college unless they were looking for new directions. So cooperative education can provide them the opportunity for new growth and greater development. We've had to expand the directions of the program making sure it does encompass the needs of the mature student.

ZAMBRANA: The cooperative education program is an opportunity for an individual--18 or 40--to develop a sense of personal confidence in his professional knowledge and to be able to be productive in a specific world where he's hoping to work in the future. It's an opportunity for the individual to clarify his sense of direction.

FEIFER: We see a lot of liberal arts students coming to La Guardia who are unrealistic about what it takes to enter a "liberal arts career" as well as unrealistic as to labor market demands. They might come in also with a disdain for private industry. When these students are placed on internships in the private sector, we've found they come back with a different perspective. Realizing that many will end-up with a career in private industry, it's beneficial to the student to get rid of that disdain.

GORDON: La Guardia has grown from about 500 full-time students in 1971 to close to 3,200 full-time students in 1975-76. The first year about 200 students were in liberal arts. The college has developed many cirricula peripheral to the liberal arts, i.e., bilingual program, hospital administration, secretarial science, data-processing, human services, occupational therapy. We have 400-500 liberal arts students this year. It's doubled from the beginning. It has grown because we have developed specialized aspects of the liberal arts, i.e., the bilingual program.

FARRELL: We speak at La Guardia not of "job development" but of "internship development". We try to place emphasis on internships as experiences which may be jobs, but we do not want to equate them with a job--any job. Our exploration in this area runs the gamut from private industry to the public sector. We must do this because we have a broad range of students with a wide range of interests. Many of our employers really want our liberal arts students because they want employees with a broad educational background.

GORDON: Our internship development approach for liberal arts students has some special aspects. Because so many of the career opportunities our students are looking for are in the public or non-profit sector and because of the state of the economy now, we

often find it difficult to get paid positions in some areas. We have used a couple of strategies to get around that. One is the use of federal college work-study funds for students who are eligible. We've had a good experience with this. However, some of our students are not eligible, so for those we use a mix of part-time volunteer experience (let's say a student is interested in being a veterinarian and we work out a half-time volunteer situation at the Bronx Zoo) and a part-time paid experience (perhaps not very interesting) to provide some financial support for the student. Often this paid position turns out to be very educational in ways not anticipated.

We must keep in mind that there are certain common things that are unique to cooperative education--the students are doing a job. They are working for an employer who is contributing time and money and there are certain things about that which confine the experience. A student has to learn how to work and has to be responsive to the employer's needs. The student has an obligation there. That whole area is part of a student's education and it's a very important one. In contrast, many liberal arts students go through school having no appreciation of that at all. This is an important contribution we make toward our liberal arts students' development.

JOE MILLONZI, CHAIRMAN, DIVISION OF SOCIAL SCIENCE: My reaction to the interface of liberal arts and cooperative education is a positive one. It has taken this college five years to get to the point that we understand what is meant by this interface and it is a process that is finally coming to fruition.

What do liberal arts mean in general? What do liberal arts mean in the context in which we are operating? I came to La Guardia from Columbia University and was very set in the ideal ways of the University. I was steeped in the Great Books tradition and a concept of what liberal arts ought to be or should be. I then had to face very enthusiastic colleagues from cooperative education who were talking about the jobs and job orientation. It took five years in all but somehow in the course of that five-year process there was a kind of rethinking of the meaning of the liberal arts for me. It made me go back to the definitions of Plato--to the question: Where does self realization lie? What does work mean? How do we get a full understanding of what our purpose in life is and how can we see this purpose in what we do in daily life?

I came to the conclusion that self-realization does come in the process of application as well as it does in the process of theoretical development. That was a process I had to work through which culminated in a rediscovery of the meaning of liberal arts. Even though one understands the principles of learning and the principles of self realization, one must translate that into where one is actually working. We work in Long Island City and serve particular populations. These populations do have observable characteristics and observable aspirations in life. The population is such that many of the things that they desire in terms of a career can be in fact defined in terms of the liberal arts.

I think we have to do homework for the students in the sense of shaping liberal arts for them. We have students interested in social services. We have students interested in communication skills thematically. We have students interested in environment. We have students interested in health services and related fields. Now, thematically we've identified these. We then ask, what aspects and qualities of a liberal education can be built around those themes? Then we have a specific goal for the liberal arts faculty to go to work on.

My own inclination is to promote thematically structured liberal arts programs which take the students we have in front of us, make a good guesstimate about the nature of their needs, decide what in terms of field experience can be roughly related to the liberal arts, and then structure the curriculum with all the processes of realization that each course has to offer within that context to the chosen philosophic theme.

Then the experience in the internships would be easier to relate to this thematic structure because we can more easily find an internship related to a theme than we can to a particular course.

At this point my feeling is very optimistic. I think that the problem of liberal arts education in the La Guardia cooperative education environment is one which has caused us to do some real pondering as to the essence of the liberal arts. We have all been challenged to look at what is in the lives of those we teach and discover what is required to improve effectiveness of liberal arts education.

HARRY N. HEINEMANN, DEAN OF COOPERATIVE EDUCATION, LA GUARDIA COMMUNITY COLLEGE: The students who come to La Guardia are often referred to as "new students". These students are often the first in their family to go to college. The demographic survey of the 1973 Freshman class shows that they come from lower-income backgrounds. Sixty-six percent of the students report a family income below $10,000; about one-third indicate the family income to be under $6,000 per year. The primary reason for going to college cited by 89 percent of the students is to improve their economic status. Approximately two-thirds of the fathers of La Guardia students work in skilled, semi-skilled, unskilled or service occupations. There are few students at La Guardia whose father or mother is a professional.

La Guardia has an ethnically mixed student population. Forty-three percent are white, 34 percent of the students are black, 9 percent are Puerto Rican, and 7 percent are of other Hispanic backgrounds. In addition, a considerable number of La Guardia students are first-generation Greek, Oriental, or Eastern European. English is not the primary language spoken at home for almost one-quarter of the students.

Cooperative education makes it financially possible for most of the students to attend college. In general, the average student coming to La Guardia earns about $100 per week during the cooperative education work assignment. During a two-year period, the average student can expect to earn about $4,000.

Cooperative education placements are positions that La Guardia students would not have been able to obtain on their own. These are carefully developed by the members of our staff, and, working with our staff, students are carefully and individually placed according to their educational goals. Our students, by and large, are quite provincial. Many have rarely been in Manhattan and fewer still have had the experience of working in a corporate setting. In these positions, we believe our students have exposure to institutions, organizations, people, and even places to which they have not been exposed before.

FLORA MANCUSO, DIRECTOR OF BILINGUAL PROGRAM: In regard to the state of foreign language teaching, the view is that you are going to prepare students to read and write in the great classic tradition. This is an elitest concept. It ignores the basic psycho-linguistic principle that language is perhaps the most inherent ability that all human beings possess. Here at La Guardia, we began co-op internships in Puerto Rico. We told the students, "We're going to teach you a foreign language so you can communicate." We give the language with its grammar and syntax, but with a practical, basic vocabulary. We offer internships for almost all our foreign language students.

I attend language conferences and hear people say, "Foreign language is dying." When I hear this, I think maybe we're not offering foreign languages because it's not dying at La Guardia. We have students presenting petitions asking for this or that language. We are the only community college in New York offering Modern Greek and the course closes the second day of registration. The whole thing is that if you're going to teach people language, there has to be some way for them to use it. Our co-op program provides the appropriate vehicle.

WILBERFORCE UNIVERSITY

WILBERFORCE, OHIO

Wilberforce University is the oldest and the only black college in the nation which is totally committed to cooperative education. Wilberforce is a four-year, private, Methodist-related institution, founded in 1863. The mandatory cooperative education program was initiated in 1964. In 1975 the enrollment was 950 students.

Wilberforce University's cooperative education program is a dual rotation plan system. This plan permits one student to study while the other student is in the field working on a co-op internship. Each co-op work period is four months. It is mandatory that every student is in the co-op program. The student begins his co-op responsibilities at the beginning of his sophomore year. The student will continue a work-study pattern until he has completed three mandatory work periods. The program allows two optional work periods after the completion of the mandatory program. A Wilberforce University student must complete one hundred twenty-six academic hours and have thirty co-op credits to graduate.

Dr. Rembert E. Stokes, President of Wilberforce, has stated: "Enough experience has been accumulated to know the profound educational improvement in the lives of our students and to predict the following educational outcome from their cooperative work-study experiences:

1. *Dispelling of doubt and disbelief that real, new career opportunities exist.*
2. *Fresh motivation for the student to pursue his education through study and related experiences.*
3. *Development of a new pride and belief in oneself through practical achievement.*
4. *Usable knowledge of the requirements, expectations and rewards of being a productive member of society, including for many the stimulation to prepare for higher professional careers.*
5. *Greater facility for understanding how to live effectively in a complex society.*
6. *Creation of a campus environment which stimulates the development of the faculty and constructive changes in the growth of the college."*

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GEORGE DELOACH, DIRECTOR OF COOPERATIVE EDUCATION: One of the things that has been an asset for us while at the same time creating pressure is that our program is a mandatory co-op program. This solves the problem of student recruitment. Our program allows for a great deal of innovation because the entire student body and faculty are involved in it.

To place the liberal arts students, we must create programs in conjunction with employers. For example, working with the State Welfare Department we put together an idea for a research project. We identified information that the State Welfare Department of Ohio needed by going to the head of the research department. I proposed to compile a comprehensive directory of needed information by using Wilberforce co-op students. I was given $60,000 for the project. Students were paid $130 to $140 per week. Each student was assigned to two counties in the state and twenty welfare recipients per county. The students used a questionnaire that the research department had put together. Before they started out gathering the information, the students were given an orientation to help them know how to approach the welfare recipients and to build their confidence.

I used psychology, sociology, and education students. The students went out and their efforts were successful. This was a first, but the welfare department was impressed to the point that they continued the program and provided $120,000 for its funding. Here is a situation where we were creating interesting jobs for the students and broadening their choices for careers.

In large part, our students are low-income, under-educated people coming from the ghetto and the rural areas. Our co-op program is a vehicle by which an acceleration process is made available to those students. For four years they are under constant pressure to work and study. We take students who are shy and withdrawn and put them into the program. Before we send them out, we teach them what the world of work is about, how to be successful in interviews, how to write resumes, etc. By the time they finish going through this class in their freshman year, they are able to interview and compete. We are teaching these underpriviledged students to become bilingual in the world of work. At the end of the process we have students not only equipped for the world of work but also with a great deal of confidence in themselves. They know where and how to look for jobs and how to create opportunities for themselves.

One of our students recently went to the Cummins Engine Company over in Indiana and then to Chicago to see their advertising agency. He was surprised and delighted to find himself ordered to take a train to Des Moines with an approved budget of $10,000 to put together a brochure for the company. He is now with Cummins Engine Co. working full-time in personnel.

Dr. Stokes has written, "The advancement of the Negro can be enhanced in a college offering cooperative education. The supplementary work experience provides him with learning not available in the traditional type institution." My own experience with our co-op program proves the wisdom of his statement.

The people on our co-op staff are working with an overload. We have three counselors, two job developers, and me. Six people responsible for approximately 1,200 students! In a given semester each counselor is responsible for placing approximately 325 students.

We have counselors who are very good at identifying jobs with an employer of which the employer wasn't even aware. A major thing we have to do is explain to the employer what cooperative education is all about. We have to be on our toes constantly to be innovative and creative in making this mandatory program work. I would say that the ideal situation would be for a counselor to have no more than 30-40 students to work with per semester. We work with many, many more at the same time that we develop jobs and direct group counseling sessions. Of course our work hours are longer than usual--longer than nine-to-five. Sometimes I work until eleven at night and over the week-end.

We also use ideas suggested by the students. A student may come in and talk with us about what he or she wants to do and tell us of specific interests and suggest possibilities. I recall a young lady who sat down with friends and put together a proposal to a local TV (CBS) station asking for a camera, film and access to the editing room. The students planned to identify various events on a number of campuses in Southern Ohio and go out and film the events. The film would be brought back to the station for editing and possible use on the air at no charge to the station. Many people on campus thought the students were crazy to expect the TV station to give them a camera, valuable equipment, etc., to go around and have a good time. To persuade them to do this, she took them samples of her writing. The station management gave her all the necessary equipment. She organized a relationship with student government groups on the twelve campuses. (Sinclair, University of Dayton, etc.). Through her innovation this student created her own co-op job. Later the TV station recommended her to a

local newspaper and she became a writer for the Dayton Daily News.--another co-op job.

The Wilberforce University faculty supports the program. When new faculty come in, they want to know if we are a vocational program. But the faculty takes a lot of interest in the program because the students come back highly motivated. They first come in lacking the necessary motivation for a college student because of their backgrounds--rural, hard-core ghetto. For the first year the students go through an academic slump. But after the co-op experience when the students come back on campus, we see them moving upward. The faculty sees that upswing. The students do much better after the co-op exposure. The process continues after each co-op period. The students say co-op is a refreshment period--getting off campus, doing exciting things.

I believe Campbell Graf described the importance of cooperative education very well in his recent testimony before the House of Representatives Subcommittee on HEW when he said, "After ten years and 5,000 young people, Wilberforce represents a remarkable witness to the possibilities of a nation-wide cooperative education program. Minority liberal arts education via cooperative education has a uniquely American flavor. It vitalizes the 'bridges' to and from broad parts of our society with the magic of attractive and productive young people. These young people are motivated to create a new and better way of life." I believe the Wilberforce co-op program encourages the self-esteem, self-motivation and professional development of our students.

The faculty now writes programs around co-op. The chairman of the Biology Department identified the problem of placing biology and pre-med students and he took our co-op allied health plan and tied it into his own program.

It's no secret that private, black institutions are having financial problems. For this institution to support the program under these conditions--when they're in the red, so to say--is quite a dedicated effort, quite a commitment on the part of the institution. Without this funding, we couldn't survive. It's very important to a program for the institution to say positively, "We will support the program."

The support of the alumni is very important to our program. They help students out on jobs. If we have a student going to New York on a co-op job, we contact an alumnus there and tell him of the student. We ask his help in picking the student up at the airport and in making the student comfortable there. As much as possible we use the alumni in this way in all parts of the country.

In Chicago the alumni have established an apartment building and have nothing but our co-op students there. They got the building, fixed it up, and made it available to our students—twelve at a time—giving the students low rent housing. They meet them at the airport any time day or night. They rotate around. It's become a project. Next week I'm going to Philadelphia to talk to the alumni group about this kind of thing.

We are organizing the alumni to develop jobs for us. We hope to set up programs in major cities and organize these people into job development teams. We feel this effort will help provide relevant co-op experiences for our students.

MONTREAT-ANDERSON COLLEGE

MONTREAT, NORTH CAROLINA

Montreat-Anderson College is a private two-year Presbyterian-related, liberal arts institution located near Asheville in the Blue Ridge Mountains of Western North Carolina. In 1972 the Dean of the College made the decision to establish a cooperative education program in keeping with the philosophy of the college which states: "We believe that education must be concerned not just with facts and figures, but with the whole person--intellectually, socially, emotionally, physically, and spiritually."

The cooperative education program at Montreat-Anderson was established in October 1973 with the aid of Title IV-D funds. The program was designed from the beginning to offer liberal arts students the opportunity to integrate classroom study with career counseling and practical experience.

In 1975-76, the enrollment of the College was 427 students. During this third year of government grant support, approximately 20% of the student body was involved in the cooperative education program. The co-op staff includes a director, a ½ time career counselor, ½ time person in job development and a secretary. Even though federal grant money will no longer support the program, it will continue with institutional funding.

Montreat-Anderson's successful experience shows that it is possible to establish cooperative education in a two-year private liberal arts college. It is important to note that the President, Dr. Silas Vaughn, and the Dean, Dr. John Akers, give the cooperative education program their full support. Dr. Akers has made the following appraisal.

> *Cooperative Education has added a valuable dimension to the educational program here at Montreat-Anderson. The benefits of this program have greatly enhanced the learning experiences which our students have available to them. I am certain that the very fine results of the program thus far have been and will continue to be a stimulant to our study of the curriculum as we look into the traditional approaches to education.*

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JOYCE KINNISON, DIRECTOR OF COOPERATIVE EDUCATION: The cooperative education program at Montreat-Anderson College is a liberal arts program. Even though we have students with interests in business administration, secretarial science, as well as nursing, etc., the overall curriculum is a liberal arts curriculum.

The program as it was initiated in October 1973 continues to be an alternating program with our students - remember we are a 2-year college - having either 1 or 2 work periods during their two years here. About 70% of the co-op students complete 2 work periods. We attempt to place students in jobs that are either directly or indirectly related to their career goals.

When the student first enters the program, the student is tested. We use the Strong-Campbell Interest Inventory. The career counselor spends one or more counseling sessions with the student discussing the results of the inventory in light of the student's perceived interests. These sessions are also used to discuss alternate

careers which the student may not have considered before. Prior to the student's first placement he/she is required to take a mini-seminar which runs for five weeks, two hours per week. This prerequisite course is listed in our catalog as Career Development Seminar 001. It is a non-credit course and the grading is on a pass-fail basis. The student then registers for Cooperative Education Practicum 101 - a supervised work experience. While on the job the student is visited by one or more members of the staff and/or faculty.

At the end of the work period, the student is back on campus, and we meet with each student individually to discuss the experience. As a framework for these sessions, we use the student's written evaluation of the experience, the employer's written evaluation of the student's performance and the student's journal which he/she is required to keep while on the job. The purpose of these sessions is to determine the career, academic and social benefits of the experience and to determine whether or not the student's career choice has been reinforced or altered by the actual exposure to the job situation. At that time we also ask the student to be thinking about the second placement - whether or not it will be in the same career area, with the same employer, in the same location, etc. We feel these follow-up sessions are extremely important.

The Montreat-Anderson College cooperative education program, as we conceive it, is an important service, as well as an academic program, which we can provide for our students. An overall profile of our students here shows that 30% come from disadvantaged backgrounds - socially, economically, culturally disadvantaged. Many students have had few career models on which to base a decision concerning valuable, rewarding life expectation. Our task is to create motivation and maturity in our students. They need to have a range of successful and satisfactory adult "models" that they can emulate.

Our program is under the supervision of the Dean of the College. It is listed in the catalog along with the academic courses. Elective credit, counting toward graduation, is granted and letter grades are given. The University of North Carolina at Asheville, as well as many other institutions, has accepted this as transfer credit. To my knowledge, no institution to which our students have transferred has refused to accept the co-op hours. The grades are based upon the evaluation sheets, the journal, and the student interviews. We feel that the program as it has evolved at Montreat-Anderson is very good for our students and an important part of the overall academic program of the College.

I find myself in agreement with Daniel Bell's evaluation that, "The current 'erosion' of the American College does not derive from any meaningful development of curriculum but from the pressure on the student to choose a career early, to define a vocational intention, to specify a major, to narrow his interests, and to accelerate through school." For some of our students, our cooperative education program provides a relief from that pressure. They choose to enter this optional program and make choices of jobs in which they can do something practical "now." Careful advice and match of student to job has led to what is for me an astonishing result for our College: Nearly 100% retention of those students that choose to be in the optional cooperative education program at Montreat!

We have approximately 20% of the total student body involved in the cooperative education program. This interest on the part of the students leads me to draw the conclusion that our students do consider the program of value.

The instance of one student may be illuminating. A young man, a Lumbee Indian

student, one of the first students in our program, had no career goals whatsoever. In fact, he told me that the only job he had ever had was cutting tobacco and he knew he didn't want to do that all his life. After several counseling sessions, he decided that he had an interest in health services. We placed him as a physical therapy trainee in a hospital in his home town in the Eastern part of the state. At the end of his first work period, he decided a career in health services was what he wanted. He came back on campus a changed person. Whereas before he had been rather shy, not involved in campus activities, etc., he was quite different. During his training he learned how to operate the whirlpool. As it happened, our athletic department had a whirlpool. He became the trainer for the athletic teams, a very important man on campus. After his second work period, he went on to a senior institution and has now changed his major with his career goals changed. He wants to become a career counselor in higher education and help other young people.

When I see changes such as these, and I could tell you of many others, it reinforces my deepfelt conviction that a cooperative education program for liberal arts students can be viable and of great value in the personal development, social growth and development and career development of liberal arts students.

In the 1975-76 academic year, we have placed 82 students. Of the 82 co-op job positions, all except one are paid positions with the students receiving a salary at the going rate of pay for the work done in that position. The one volunteer unpaid job position was filled by a student who petitioned to have this work experience accepted for the co-op program credit, rather than accepting a paid position that was offered to her. This was the only instance of a volunteer unpaid work experience during the first three years of our co-op program. I might note that our 82 co-op students earned over $85,000 from their co-op jobs--a substantial assistance in meeting the costs of their education.

Early in the planning year at Montreat-Anderson we surveyed our student body. One of the first things which came to light was: the students (especially some of the minority group representatives) listed as a major need, help with the development of career directions. Based on this, we built into the program career counseling and created the seminar in Career Development.

At the beginning of our program, with the help of the Dean of the College, we arranged in February of 1974 to have Dan Holsenback, who at that time was at Florida State University, come to our campus and bring with him two cooperative education students. While they were on campus we arranged for them to talk with the freshman English classes, having Dan explain what cooperative education is and having the students tell about their co-oping experiences. Our own students asked many questions, thereby gaining knowledge of cooperative education. The visiting students circulated on campus, spent time in the student union and cafeteria interacting with our own students, and attended two dorm meetings. This group also met with our faculty. This was an excellent beginning way to introduce cooperative education onto this campus. I've never heard of this being done anywhere else but I would advise beginning programs to use an approach similar to the one which we found so successful.

We also had cafeteria cards, posters, and a small brochure printed which served to advertise the program on campus. Initially our students came in to talk with us about the cooperative education program as a result of these efforts. Now that the program is established, we no longer resort to heavy advertising of the program on campus. Our brochures are included in all our admissions office mailings and I present a segment on cooperative education as a part of the freshman orientation program in the Fall. But students mainly enter the program now because of what they hear from the

co-op students who are back on campus! Faculty advisor encouragement to students is also important.

Job placement for liberal arts students is a very difficult task for the cooperative education director/coordinator. When establishing or initiating a program for liberal arts students, one has to make a decision about which comes first, job placement or student recruitment. We chose to recruit students before developing jobs and for us, and I think for most liberal arts programs, one will have better success recruiting students first. However, one should be very careful to explain to students that no definite job is available and there is a possibility that no immediate placement can be found.

Directors of liberal arts programs must always keep in mind that liberal arts students' career goals are usually very broad--not narrowly channeled into one specific area. Therefore, we had to first find out what the students were interested in doing and then develop those jobs. If we had gotten jobs first, we might have ended up with positions which we thought would be marvelous for our students but in which they had no interest.

One cannot operate a program for liberal arts students by following the model of engineering programs. This is especially true if the liberal arts program is relatively small because of the diverse interests, career goals and options, geographical locations, ad infinitum, of the students involved. Therefore, the person developing jobs for liberal arts programs cannot, as a basic rule in every case, promise an employer a placement every work period if a job slot will be promised to the cooperative education program. I know that this statement, if repeated to certain purists in cooperative education, will create a somewhat violent reaction. However, based on our experience, we believe it is an accurate statement.

I am always surprised to hear coordinators say it's virtually impossible to find appropriate jobs for liberal arts students. Indeed it is very difficult at the start, but after three years, we now have more jobs than we have students to fill them. For example in November 1975 I sent a memorandum to faculty advisors listing 34 employers who had promised me one or more job placements for the May-August 1976 off-campus term. I also said in the memo. "If any of your students are interested in gaining work experience in their area of major study, please have them stop by my office to discuss our program. If there is any employment area not listed here in which you feel our students have a need to gain experience, please tell me of that area and we will try to develop the appropriate jobs."

It takes blood, sweat and tears for job development, as well as hours on the telephone, hours driving and strength enough to hear a "no" from five consecutive contacts and still go on with an optimistic attitude. That gives you a general idea of what I think is necessary for job development. I'm glad that nobody told me before I started developing jobs for our liberal arts students that it would be impossible or I might never have tried.

An important move which we made at Montreat-Anderson College was the employment of a part-time coordinator for job development who is a former member of the North Carolina General Assembly (with 10 years experience in the General Assembly), a former newspaper owner and publisher. He is employed one-fourth time to work in our program and his assistance is invaluable. He knows virtually everyone in the State of North Carolina and is able to pick up the phone and contact a key person in almost any private industry, public service agency or government office with which I would like to develop jobs. He has opened many doors with one phone call which I might never have opened or opened only after a great deal of effort.

We do allow our students who already have jobs to petition for their jobs to be accepted as cooperative education experiences. With these students we use a slightly different approach. We ask them to undertake some special project above and beyond their regular duties on that job. This might involve drawing up a plan for the improvement of an operation, a service or a function, and then to present this to the appropriate supervisor, tactfully, correctly, properly. Whether or not the plan is accepted and implemented is not of major importance. The quality of the work which the student has done on this special project is.

During the first year of our cooperative education program the faculty viewed our program with skepticism and reservation. I would say this has slowly changed because the faculty can see the benefits to the students. Presently it's my guess on the scale of 1 to 10 with 10 being complete support, our faculty as a whole would fall somewhere between 6 and 7. I foresee the support growing. Let me give one example of a faculty member who changed his attitude. I think this faculty member's attitude, although not one of hostility, was one of apathy prior to this experience. He attended a session on campus for prospective students. The young man in the health services, whose story I related to you, stood up during this session with great confidence and gave an excellent presentation on our cooperative education program. I admit to a bias but I felt his presentation was the best given by a student that day. Afterward the faculty member said to me, "I can't believe the change in him. When I had him in class, he would hardly speak above a whisper when called upon. What happened to him?" I replied, "Cooperative Education!"

I personally feel that the traditional liberal arts faculty member who opposes the cooperative education program or who at best is apathetic toward it, if given the opportunity to see the benefits to the students, will usually become supportive. This does not happen, and should not be expected to happen, speedily.

I think any success which the program at Montreat-Anderson College has had is due first and foremost to the fact that it is a student-oriented program. Our program is operated for the students. The Dean of the College likes the program. The President is convinced of its value. It will not be phased out when federal funding ends.

In initiating the program, we went through proper channels in getting the program established. We took all our recommendations to the Academic Affairs Committee and our recommendations were accepted. That Committee then presented the recommendations to the entire faculty and they were unanimously adopted--all this before the first student was placed. In my opinion, initially establishing it as an academic program is an important procedure to follow.

Another important factor in the success of the program is that we worked very hard at the beginning to find the best possible placements for our students. When these students returned to campus and talked enthusiastically about their experiences, it proved to be the best public relations that we could have organized.

RECOMMENDATIONS FOR STRENGTHENING LIBERAL ARTS COOPERATIVE EDUCATION

The prime objective of this study was to examine successful liberal arts cooperative education programs and to report their organization, method and approaches in accomplishing success. As we progressed, we realized that difficulties of varying degrees exist in the planning, initiation and growth of liberal arts cooperative education programs all across the country. In preceding sections of this report, we have discussed these difficulties. Some of the weaknesses of liberal arts cooperative education programs that we have identified develop when:

1. The liberal arts students feel that the co-op department is more interested in filling jobs than knowing and counseling them into appropriate jobs.
2. Coordinators give primary consideration to the employer and feel they have completed their job when they have found a job for the student.
3. Coordinators regard themselves as personnel officers and do not regard themselves primarily as educators.
4. Coordinators with non-liberal arts backgrounds do not effectively "speak the language" of the liberal arts students.
5. Coordinators with non-liberal arts backgrounds fail to communicate effectively with liberal arts faculty members and to provide evidence that they are directing a liberal arts education program.
6. Coordinators decide that placing liberal arts students is too difficult and give up.
7. Administrators select coordinators who have only industry or business orientation or have experience only in placing business and engineering students.

It is our view that liberal arts cooperative education staff members, administrators at institutions of higher education, liberal arts educators and the U.S. Office of Education should be aware of these difficulties and weaknesses so that attention can be focused on them and steps for possible alleviation of them might be considered.

We realize it is a much simpler task to identify difficulties than to formulate workable recommendations for their possible solutions. Of course, it is even more difficult to apply solutions. Nevertheless, we are herein offering recommendations, which, in our judgment, if implemented, would strengthen liberal arts cooperative education programs and thereby help make a liberal arts education more effective for students.

The Assembly on University Goals and Governance in 1975 published a number of policy suggestions for all those concerned with higher education:

> Faculties ought to devise new options to achieve a liberal education; they need to infuse work and apprenticeship experiences with intellectual content...Colleges and Universities ought to develop curricula that will reflect the aspirations of contemporary twentieth-century society; they should create a climate in which men and women mature and where a larger number will understand and accept responsibilities of service to their fellow citizens....Students ought to be permitted to intermingle study and work in ways that are not now common.

The Second Newman Report (1973) states: "We believe that greater exposure of students to the productive activities of society outside schooling would help make college opportunities more valued and increase the ability of students to profit from the classroom experience."

These statements highlight the importance of the cooperative education concept for students in the liberal arts. Many leaders in liberal arts higher education today support the proposition that education and practical experience should not be separate and that each can be a preparation and fulfillment of the other. Yet, for a number of reasons, cooperative education programs for liberal arts students, as we have pointed out, have been extremely slow in developing. Past experience reveals that change in higher education is a slow process and is only achieved through persistence and perserverence on behalf of a carefully defined program.

Federal programs directed at improving education are successful when substantial resources are made available in adequate grants over a considerable period of time in support of a well thought out program based on successful working models. There must also be careful provision for an on-going quality-of-performance review that leads to ending grants to those institutions that do not make satisfactory use of the money by building an excellent program that does serve a considerable number of students. It is a mistake to believe that important changes in curriculum content and calendar arrangements can be accomplished in higher education institutions in only a few years.

Cooperative education now has legislative legitimacy. It is a successful institutional invention in the field of higher education. In 1976, Congress extended the program of federal funding support of cooperative education for six years. The prudent question to ask is: What policies should the U.S. Office of Education use in an effort to maximize the benefits of cooperative education for students, institutions of higher education and society?

The next stage in the development of cooperative education requires federal administrative policies emphasizing the establishment and strengthening of cooperative education for liberal arts students in the many institutions that have adopted or are considering adopting this educational innovation. We, therefore, make the following recommendations for federal policies to strengthen the services of cooperative education to liberal arts institutions and their students across the nation. This is of importance because at the more than 3000 institutions of higher education in the United States, there are more than two million students in liberal arts programs.

ITEM I: Because the incorporation of cooperative education into liberal arts curricula is one way to revitalize liberal arts education and to make liberal arts education more significant to students, we recommend that the U.S. Office of Education revise its guidelines to encourage and enable institutions to make wider use of cooperative education in the strengthening of liberal arts education.

It is within the power of the Office of Education to provide in its guidelines appropriate policy statements to inform applicants that it is aware of and takes cognizance of the facts that: (1) liberal arts cooperative education programs are more difficult to initiate and establish successfully than are traditional engineering and vocational-technical programs; (2) coordinators of liberal arts students are not able to place in jobs and counsel as many students as are coordinators of students in engineering, accounting, secretarial and vocational-technical programs; and (3) therefore, operationally the administrative costs of liberal arts cooperative education programs are greater than of the more traditional type programs.

The Office of Education should also take into account the fact that most liberal arts institutions are presently in strained financial situations. It is virtually impossible for such an institution to give a member of its staff released time to do an adequate feasibility study of cooperative education and have all the planning completed before submitting the proposal for first year funding. The planning year for

liberal arts programs is extremely important and requires the efforts of a full-time dedicated director.

At Montreat-Anderson College the planning year involved such activities as surveying the student body to determine interest in the program and to establish career interest clusters for developing jobs, intensively studying the institution's goals and philosophy, developing a cooperative education plan which would be compatible with institutional philosophy, developing the structure of the program and presenting this structure to the Academic Affairs Committee for suggestions and approval and then to the entire faculty for approval, printing appropriate literature (brochures, handbooks, office forms, etc.), recruiting students into the program and developing solid, last[illegible] employer contacts to insure that jobs would be available for students. A pr[illegible]n can only be as solid as its foundation and this foundation should be laid d[illegible]ng the planning year.

Furthermore, the Office of Education should take all these considerations into account when making grants. The Office of Education has previously given guidelines on providing educational services for minorities, disadvantaged, etc., so it does have the administrative freedom to do this. A similar Office of Education commitment to liberal arts cooperative education is essential if this valuable educational tool is to be made available to the more than two million students (a large number of them female and minority students) across the country enrolled in liberal arts curricula.

ITEM II: Because educational change can be sound only if it is based upon the knowledge of what works and what doesn't work, we recommend a major emphasis on cooperative education research relating to liberal arts programs.

We have discovered during this study that the development of liberal arts cooperative education programs has been minimal and we have set forth some ideas regarding the causes of such minimal development. This exploratory study should be only the beginning of many in-depth studies of the various facets of liberal arts cooperative education. We are convinced that adequate and valid research study reports would be most valuable to institutions in their planning as they make decisions about the initiation, development and/or expansion of liberal arts cooperative education programs, as they attempt to evaluate the effectiveness of existing programs and as they seek ways to incorporate a liberal arts cooperative education program effectively into their regular liberal arts curricula. We recommend that research in liberal arts cooperative education be a major funding priority with the Office of Education, starting this coming year (1977-78) and continuing until an adequate body of knowledge is available for the planning, initiation and strengthening of liberal arts cooperative education programs.

ITEM III: Because the success of a liberal arts cooperative education program is enormously dependent upon the director and coordinators, we recommend that the U.S. Office of Education fund a Liberal Arts Cooperative Education Training Center.

At this center, all the programs would be planned by people with extensive experience in liberal arts cooperative education, using consultants with the very best and broadest background experiences in the liberal arts. The programs would be designed specifically for directors, coordinators, staff and faculty who are or will be working in the difficult areas of organizing and operating liberal arts cooperative education programs.

The traditional engineering cooperative education model is too rigid an arrangement to be emulated and useful for the liberal arts student, particularly with its high ratio of students to coordinator--sometimes over 300 to 1. A major problem

has been that traditional co-op program models are too narrow in their philosophy and implementation to serve the diverse needs of liberal arts students. We were repeatedly told in our interviews with directors of liberal arts programs that the effort to replicate the engineering model leads to feelings of frustration, failure and despair of success. Therefore, it is necessary that the program presented at this one effective training center be devoted exclusively to cooperative education programs in the liberal arts. With the establishment of a training center which would focus upon the central issues of liberal arts cooperative education programs, presenting intelligent, realistic, well-planned sessions for the training of liberal arts cooperative education staff people, the chances for initial and continuing success of these programs will be greatly enhanced.

We found the most successful liberal arts programs are being run by people who themselves have broad liberal arts backgrounds. Those who are directors of liberal arts cooperative education must be selected with great care and they must be wholly dedicated to the liberal arts and to the students. We hope that this research report will inform institutions of this fact and will encourage administrators at those institutions receiving funding for liberal arts programs to employ people with liberal arts backgrounds to administer the programs and see to it that they are well trained.

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IN SUMMARY: The Assembly on University Goals and Governance calls for experimentation and flexibility in undergraduate education and states that "As of 1975 few curricular innovations have been instituted...With the failure of nerve of many faculties, few alternatives for a liberal education have been conceptualized, let alone implemented."

The implementation of the foregoing recommendations would join in strengthening liberal arts cooperative education as an alternative path for students. In addition, and very importantly, the adoption of this approach would strengthen liberal arts colleges in America. Clark Kerr has astutely observed:

> The liberal arts colleges continue to hold a place of considerable influence and even leadership. They provide some of the highest-quality undergraduate institutions. They are the principal source of diversity and innovation. They set standards for concern with the welfare of the individual student. They serve as models for institutional autonomy. American higher education is enriched by their existence and their example.

Cooperative education is a tried and proven educational arrangement with the power to help us solve many problems. It is an answer for those concerned about the apparent lack of success of our institutions of higher education in equipping our youth to function in the world of work. It speaks to those who fear that the economic future of many of our young people will be drowned in a pool of unemployability.

Liberal arts cooperative education is a program for practicality; it is the finest form of career education because it provides the vitally needed element of effective career counseling. At the same time it includes the humanistic studies which have for so long shaped individuals by influencing their ideals and values. We note especially that all this is accomplished by an excellent optional liberal arts cooperative education program. Such a program would be of value to some students in almost every institution of higher education. The academic work can become more meaningful and students can acquire increased motivation for liberal arts studies.

This list of selected reading material includes articles, monographs, and books which are, in our opinion, some of the best writing pertaining to liberal arts higher education. We have included some very recent as well as time-proven items. Some, but most certainly not all, refer directly to cooperative education. All, however, are pertinent to this study of liberal arts cooperative education. We have referred directly to some of the references; we have merely alluded to others. We include all of them as suggested reading for everyone--including liberal arts cooperative education staff members, liberal arts teaching faculty, and administrators in liberal arts institutions--who is interested in and cares about liberal arts higher education.

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APPENDIX A

MONTREAT-ANDERSON COLLEGE

Title IV-D Grant

Survey of Cooperative Education

Liberal Arts Programs

1. NAME OF INSTITUTION_____

2. ADDRESS_____

3. PHONE_____/_____
AC

4. Please check the appropriate description of your institution:

4 year private ( ) 2 year private ( )
4 year public ( ) 2 year public ( )

Urban ( ) Suburban ( ) Rural ( )

5. Number of students (FTE), fall 1974:_____

6. Year your cooperative education program was initiated:_____

7. A. Did you receive outside funding to initiate your program?

Yes ( ) No ( )

B. Do you presently receive outside funding for your program?

Yes ( ) No ( )

8. If yes for either or both, type of funding (check all which apply):

Title IV-D ( )
Title III ( )
Foundation ( )
Other ( ) Specify_____

9. Size of cooperative education staff:

Number of full-time professionals_____
Number of part-time professionals_____
Number of clerical staff people _____

10. Cooperative education program is:

Mandatory ( )
Voluntary ( )
Mandatory for some, voluntary for some ( )

11. Total number of students in cooperative education program in academic year 1974-1975:_____

12. Does your program include placements for liberal arts (defined here as humanities and social sciences) students?

Yes ( ) No ( )

If yes, please answer the following questions.
If no, turn to Number 29.

13. Total number of liberal arts (humanities and social sciences) students in cooperative education program in 1974-1975:_____

14. Total number of employers of liberal arts students in 1974-1975:
_____

15. Name and title of person(s) who coordinates liberal arts students:

16. Is credit granted for cooperative education work experience?

Yes ( ) No ( )

17. If yes, who grants the credit?

Cooperative Education Department ( )
Academic Department ( )
Other ( ) Specify_____

18. Do you have a pre-placement seminar for cooperative education students?

Yes ( ) No ( )

19. If yes, is credit awarded for the seminar?

Yes ( ) No ( )

20. Pattern of program for liberal arts students (check all which apply):

Alternating ( )
Parallel ( )
Extended day ( )
Single work period (internship) ( )
Other_____

21. If alternating, number of cooperative work terms:_____

22. Coordinator load (ratio):_____

23. Number of students who have cooperative education placement in:

Metropolitan area in which institution is located _____
Outside metropolitan area, but within the state _____
Outside the state _____
In foreign countries _____

24. Number of liberal arts placements by various fields:

Anthropology _____
Community Service _____
Economics _____
English _____
Fine Arts (Visual & Performing Arts) _____
Foreign Language _____
History _____
Journalism _____
Mass Communication _____
Philosophy _____
Political Science & Government _____
Pre-Professional _____
Psychology _____
Social Services & Social Welfare _____
Sociology _____
Theology _____
Other _____

25. Please describe the aspects of your cooperative education program which in your opinion contribute to the success of the program for liberal arts students.

26. Can you list in order of importance the aspects of your program as described above?

Yes ( ) No ( )

27. If yes, please do so:

28. May we presume your cooperation and contact you further should we need additional information?

Yes ( ) No ( )

APPENDIX B

QUESTIONS

FOR USE DURING ON-SITE VISITATION

FOR TITLE IV-D RESEARCH STUDY

"An Exploratory Investigation of Liberal Arts Cooperative Education Programs"

These questions represent our approach and procedures toward making a case study of liberal arts cooperative education programs in institutions of higher education across the country.

1. If someone were to ask you informally at a dinner party to describe the program of cooperative education in the liberal arts at _____ (your institution), what would you say?

2. Do you regard your cooperative education program in liberal arts as viable and of value for the students? Why or why not?

3. How rapidly has your program of liberal arts cooperative education grown? ie. how many students per year increase?

4. If your liberal arts cooperative education program is declining--why?

5. Why do the liberal arts students at your institution enter the cooperative education program? In your view, why do the other liberal arts students not enter it?

6. What is your approach to job development for liberal arts cooperative education students? i.e. how are employers found and identified for liberal arts students? Are the liberal arts students satisfied with the job experiences they have had?

7. What are some examples of outstanding job experiences that your liberal arts cooperative education students have had?

8. What is the faculty attitude toward liberal arts cooperative education in your institution?

9. Do your faculty members assist in locating job opportunities for your liberal arts cooperative education students? If yes, how did you encourage this involvement?

10. Describe your institution's calendar and how cooperative education placements fit into the calendar. Include number and duration of placements for your liberal arts cooperative education students.

11. Have any curricular adjustments been made at your institution as a result of the cooperative education program? If so, what are the adjustments, who initiated them, and how were they implemented?

12. What are the characteristics of your liberal arts program that contribute to making it successful? Think from the beginning of your planning and describe the directions your program has taken which resulted in those unique characteristics.

13. What do you now know about cooperative education, program operation, job development, etc. that you wish you had known when you began your job?

14. What are the things that you believe need to be done to make your liberal arts program more successful?

15. Are you familiar with liberal arts cooperative education programs at other institutions? In your view, what are the characteristics which appear in the successful and the unsuccessful programs?

16. What is the relationship of the administration of work study funds at your institution to the administration of your liberal arts cooperative educatio program? If not presently used, could they be used to develop jobs?

17. Would you search your files and provide us with the best literature which has been published promoting and describing your cooperative education program?

18. What is your own academic and employment experience background?

19. Are there any aspects of your liberal arts cooperative education program which we have not covered in this discussion but about which you feel we should know as we conduct this study?

U.S. Office of Education Research Project
George E. Probst, Director of Research
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APPENDIX C

A NOTE ON RESEARCH ON THE VALUES OF COOPERATIVE EDUCATION

James W. Wilson, Professor of Research in Cooperative Education at Northeastern University, has summarized the present status of research investigation of the values of cooperative education in Impact of Cooperative Education upon Personal Development and Growth of Values (1974). He makes the following cogent statement:

> Research has documented a number of values that can accrue to students who follow the cooperative education plan. Its value in assisting students to prepare for careers has been well demonstrated. Studies have shown, for example, that cooperative work experience provides a useful source of career information, presents students with excellent opportunities to test their interests and aptitudes for possible careers, and provides a realistic orientation to the world of work (Fram, 1964, Mosbacker, 1957, Smith, 1944). Other studies, which compared cooperative students and graduates with their counterparts from traditional programs, showed clearly the contributions of cooperative education in career preparation (Baskin, 1954, Wilson and Lyons, 1961).
>
> A number of these studies also demonstrated the value of cooperative work in developing skills and attitudes essential to effective interpersonal relationships (Mosbacker, 1957, Smith, 1944, Wilson and Lyons, 1961). Studies by Lindemeyer, 1965, Smith, 1965, and Stark, 1965 showed the academic values of cooperative education. These studies compared cooperative and traditional studies and reported less attrition and higher grade averages for the cooperative students. Observations, mostly of an informal nature, also make the point that involving students in work helps in the maturing process. By this is meant that students become more independent and become more responsible.

The works which Wilson cites are:

Baskin, Samuel. "The Graduate of the College Work Study Program: A Study of His Career Planning and Later Work Adjustment" (Ph.D. diss., New York University, 1954).

Fram, Eugene H. "An Evaluation of the Work-Study Program at the Rochester Institute of Technology" (Ph.D. diss., State University of New York at Buffalo, 1964).

Lindemeyer, Roy S. "A Comparison of the Academic Progress of the Cooperative and the Four-Year Student." Journal of Cooperative Education III (April, 1967): 8-18.

Mosbacker, Wanda. "Women Graduates of Cooperative Work-Study Programs on the College Level." Personnel and Guidance Journal 35 (April, 1957): 508-511.

Smith, H. Stuart, Jr. "The Influence of Participation in the Cooperative Program on Academic Performance." Journal of Cooperative Education II (November, 1965): 7-20.

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APPENDIX D

Save Us From The Skilling Ground:

Comments on Liberal Education and Cooperative Education

By Calvin W. Stillman
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Cook College of Rutgers University

Dr. Stillman is a graduate of Harvard College and has a PhD. in Economics from the University of Chicago. He taught and constructed courses in the social sciences while teaching at the University of Chicago College. He is one of the nation's outstanding teachers in the liberal arts. He initiated and directed the Rutgers University Cook College cooperative education program which had initial funding from the U.S. Office of Education for fiscal 1974. Cooperative Education is now firmly established as part of the Cook College program. To do this he took a leave of absence from teaching and served as the first Director of Cooperative Education at Cook College. Having this unusual background, the authors invited him to contribute this paper giving his own reflections. It is included in this research report for its value in encouraging discussion of this topic by liberal arts educators and for its insight into the meaning of cooperative education for liberal arts students. --G. Probst

In this year of our nation's entering its third century, we have much to celebrate. Hyman, Wright, and Reed tell us of the accomplishments of our educational system. (1) Yet we know very little of how the system works. We know very little of how individuals learn; of which are the effective institutions, and how these institutions affect individuals within them.

At the level of delivery of the service to its consumers, education is a grand challenge to the purveyor. Only the bravest of teachers recognize the challenge in its totality, and seek to meet it.

Any teacher should feel humbled by the responsibility it takes in presuming to offer students advice and guidance, let alone to suggest priorities for learning. William Holmes McGuffey understood this very well and in 1835 made a memorable statement in a Lecture on The Duties of Teachers:

> Who then can enter the classroom without trembling? Where is the spirit stout enough to try experiments upon an immortal mind? No man is fit to teach w.o does not understand human

> nature. Nor will an empirical knowledge of the mind suffice. Principles and experiment must go together. Theory, without practice, will be mischievous; and practice without theory must, of course, be at random.

The successes of education in the United States have been achieved in an atmosphere of cloudy traditions, untested assumptions, ignorant criticism, and insightful devotion. The whole has been saved from collapse into entropy by the faith in their intuitions of a few leaders in each generation, centered in a few institutions, but scattered as a leaven across the nation. This faith has upheld the ideals of liberal education.

There has been precious little hard evidence of the effectiveness of any single tool in the armament of higher education. There have been many carping critics; some of these have been armed with plausible measuring devices of dubious validity. There is no shortage of assertive advocates of one system of learning over all others. In these times of financial stress there are ready audiences for any peddler of an educational panacea. In the general absence of evidence, leaders of faith and vision, devoted to the great traditional ideals of education, are at a disadvantage.

American education has been kept alive by the faith of teachers whose individual skills and whose accomplishments are seldom recognized by established authorities. Their good works are known chiefly to their students, and to them only long after the event. American education has flourished under the beneficence of a state of grace, in institutions inefficient enough for true learning and for great teaching to take place in spite of administrative harassment and the diversionary cries of persons of lesser courage.

Ralph Waldo Emerson said to the Harvard Phi Beta Kappa society in 1837,

> The scholar is that man who must take up into himself all the ability of the time, all the contributions of the past, all the hopes of the future. He must be an university of knowledges. If there be one lesson more than another which should pierce his ear, it is, The world is nothing, the man is all; in yourself is the law of all nature, and you know not yet how a globule of sap ascends; in yourself slumbers the whole of Reason; it is for you to know all; it is for you to dare all. (2)

Our unique contribution has been in making available to the entire population the benefits of education. In Emerson's day college was for the fortunate few—persons expected to play leadership roles in society, primarily as clergymen. The ideals of a liberal education were beautifully stated in Emerson's address. These are the ideals which should be expected of any education made available to the entire American people.

The requirements for a liberal education are not generally understood. Good programs are not widely distributed over the nation, except by the accident of the presence of great teachers and of a few wise administrators. Competence in providing a liberal education generally is limited to those individuals who have profited from one. Grouping a few courses from a catalogue into an interdisciplinary mix is a

shoddy substitute.

A frequent precondition of liberal education is a community that understands the goals and that will support efforts to achieve them. This is a community with members who have vision, who value individuality, and who treasure personal freedom. In such a community one finds books in homes, parents willing to share ideas with their children, parents and children alike interested in ideas and in obtaining answers to their questions. From such homes come students who will stimulate one another. Learning will proceed among peers out of school as well as in. James Coleman has documented these facts for us. (3)

Successful teachers in liberal arts programs are the first to assert that the process is largely beyond their comprehension. A good liberal education program exists in a state of mind; it is an attitude shared by teachers and students; it is a climate of opinion. Values are chiefly unspoken; assumed, but shared. Such an ambience is baffling to outsiders, and very difficult for insiders to explain or justify.

Liberal education in the United States suffers from its associations. It has been associated with the education of elites. The first colleges in the United States were to train clergymen, vid. Emerson; later, scions of wealthy families were sent to these colleges to study the classics and fit themselves for their roles in the status systems of their times. Any theological tradition carries with it a sense of glorious unity; this sense of unity became central to the liberal education tradition. The unit, however, lost its identity with the divine being, and became instead the self-perception of the student in his world.

Democratic access to education in the United States should require that everyone have access to the best in education. This means that everyone should have access to the great good experiences that once were among the privileges of the national elites.

Education takes place basically through providing models and by providing opportunities for students to test their senses and their capacities against reality. Models include siblings, parents, peers, teachers, and whatever is seen on the video tube. We know still very little of the social organization of classrooms and of the effect of such organization on the learning of individuals. (4) Contacts with external reality come from reading, exploring, and personal experiences generally.

Every person who comes to a college campus for an education, as Francis D. Fisher of Harvard tells us, is an individual bundle of unpredictable potentials. He is unknown to himself, let alone to those assembled to assist him in obtaining an education.

The responsibility placed upon the teacher is immense. He must have capacities of insight, which of course depend in turn on his own breadth of experience, his formal learning, his imagination, and his wisdom. The teacher must also know enough of the social and economic background of his students to understand the context from which each comes to learn. Above all, the teacher must have the confidence in himself, his judgement, and his program to feel capable of assisting students make the efforts, take the risks, and face the decisions that constitute their education.

Central to liberal education is the notion that the first task for a student is to know himself. From dynamic psychology we know of the stresses that arise from psychic pressures which demand relief, but which may themselves be in conflict. We cannot afford to have every teacher a psychiatrist, but we can insist that every education program have psychiatric services available, as an ultimate resource. Every program needs competent cousellors closely linked to the teaching faculty. Competence to resolve personal conflicts is a sine qua non for an individual to achieve and to learn constructively. The alternative to solution of these conflicts is the state called psychosis.

Basic integration achieved, an individual must be capable of relating to the real world in which he lives. Each of us has his own personal, private environment: the set of objective, external constraints within which he must function. Failure

to relate successfully to one's personal environment is called neurosis; this is a situation allied to but less serious than the situation of psychosis. (5)

"Men are men before they are lawyers, or physicians, or merchants, or manufacturers; and if you make them capable and sensible men, they will make themselves capable and sensible lawyers or physicians," wrote John Stuart Mill in urging the exclusion even of professional education from the University. (6) We must meet the problem by excluding professional training from the undergraduate college and lodging it in professional graduate schools.

Christian Bay has outlined the problems of freedom. He distinguishes between psychological freedom, social freedom, and potential freedom. (7) These could be taken as the modern translation of the traditional goals of a liberal education.

Derek Bok, president of Harvard, stated recently that the functions of a college education are to induce: analytic ability, moral reasoning, interest and activity in the arts, and choice of career. He observes that, "For almost all students, a liberal arts education helps to create a web of knowledge that can illumine experience and enlighten judgement throughout life. (8)

A recent study of Harvard's class of 1975 indicates that 16.5 percent of the class had taken a leave of some kind during the undergraduate experience. Most important of all, the typical graduate had in mind not one, but three careers in which he could find fulfillment in life. Half the class went directly on to a graduate school, practically all of the other half intended to go some time, but preferred to do something else for a year or so first. (9) These are liberally-educated young persons, masters of their own minds and so better equipped to control their own fates.

The difference between education and training is profound. Education has as its central objective the development of the capabilities of the individual to cope satisfactorily in his setting. Training has as its central objective the conditioning of individuals to comply with behavioral standards externally prescribed.

The goals of education are explicit. Anything done under cover of the term must be compatible with these goals. Anything claimed to be "educational" not only must be aimed at assisting the individual to learn of his potentials in his environment, but also must be the device most effective at the time and place in question. Anything less is educationally dysfunctional, and its implementation should require thorough justification, let alone reconsideration of cost accountability. Any arbitrary "requirement" in an educational program is a block to the use of judgement in the individual case.

Many of our larger universities have been compared to factories. They resemble knowledge factories in their research functions and, at least, processing plants in their transforming raw material into standardized graduates of approved programs with specified credits. Steven Muller has described the process as "the higher skilling." (10) The process seldom can be confused with liberal education.

A better institutional model for liberal education would be the medical center. Here each individual comes for assistance in his special, personal, unique need. The individual is a patient, not a body for conditioning. The medical center mobilizes its resources to diagnose the special situation of the patient; recording his history, his special needs, his potentials for growth. The dignity, the autonomy, and the potentials of the individual are assumed in a way that is foreign to the process of "the higher skilling". The center finally prescribes for the individual's needs and is ready to provide most of the services required in the particular case: therapy, remedy, supportive care. Throughout the process, professional judgment is buttressed by objective tests and measurements. The unspoken aim of the medical center is the health of the patient--to free him from defects, foreign bodies, and inhibitions which interfere with his functioning to his fullest potential.

A liberal education program facing squarely the task of assisting individuals to find their own potentials will depend heavily on counselling and independent study rather than on "courses." It will seek evaluation through objective testing in broad

areas, not in course grades. It will eschew "curricula" except for purposes validated individually by students' emerging interests. Rather than rope ladders, students will be presented with a cargo net. The same wall is there to scale, but each student will be enabled to get to the top in any way he chooses. One thinks of Petrarch climbing Mont Ventoux. (11)

A liberal education program will not be limited to the campus itself. An individual is a whole; his world is a whole. Education is a problem of relating one whole to the other. The task is to find the best setting for each individual's learning at any time.

Fortunately, proprietors of liberal education programs have proven models for extending education beyond the campus. One is cooperative education. The Cooperative Education Office at Cook College became a haven for students who wanted to talk about themselves, their careers, and the worth of college anyway. For many students the opportunity to take a cooperative job became a device for respectable withdrawal from school; a term of self-supporting off-campus activity with an opportunity for reflection, new experiences, hopefully to return with a new understanding of the function of a college education.

Other paths for this are the many varieties of leave, foreign study, and legitimate stop-outs generally. Still another is parallel experience: part of each day spent in an off-campus occupation.

Cooperative education is not simply work-study or working one's way through college. In the instance of liberal education, cooperative education cannot be billed as professional experience for the specialist student, for by definition specialization is held back for use only in particular instances. There must be positive educational benefits for the student.

Cooperative education in my experience has been useful in indicating to students what they do not want to specialize in. It is a great corrective for metaphorical perceptions of the world outside. It is a great changer of minds. Cooperative education places the student in the larger world and enables him to perceive and to evaluate for himself realities of the situations in which he finds himself.

I would urge inclusion in potential off-campus placements of the following:

Positions .even if unpaid (if the student can finance himself) in social or social-action agencies, including labor unions, political parties, and special-interest groups.

Overseas assignments with one of the groups which provide opportunities for service in other countries. American Field Service is an example; another is International Voluntary Services.

Enlistment in one of the uniformed services of the nation, if this can be negotiated for a period of not more than one year. There is much to be learned about one's self in the Army, the Navy, the Air Force, the Coast Guard, or cadet programs of NOAA or of the Public Health Service. Negotiations should be opened with all agencies looking toward their taking students on a cooperative education basis. The students would gain, and the agencies also--not least the peers students would meet during their assignments.

Time off-campus need not be committed to a program as formal as cooperative education. Just to go home and help with a harvest or help other family members through a difficult period can be of permanent value. The essential is that the student's total life be considered in terms of his growth, and of his potentials. There should be nothing demeaning about taking leave of campus for a while.

The vocational tradition, which is now so evident in American institutions of higher education, offers training only for a very small proportion of the more than thirty thousand occupations listed in the standard directories.

The system produces a misfit between interests and abilities. Great areas of ultimate employment remain unknown to many students, blinded as they are by campus vocationalism and by the prestige of graduate study for the professions and the disci-

plines. The single greatest field which is omitted from student consideration is management. Most important within this is business management. Regardless of what they study in college, a very large proportion of all graduates are destined to end up in business positions. How can they learn of the nature of this work?

Cooperative education offers a great device for acquainting students with this alternative among life-styles. The vocational, pre-professional assumption must be softened to permit flexibility and imagination. An opportunity simply to sit in an executive's office and to observe what he does would have merit in conveying some comprehension of an executive's needs for judgement, decisions, and forethought. Corporate recruiters who visit Rutgers each year look preponderantly for students to be placed in corporate training programs for middle managers. These employers distinguish already between education and training. They look to the University to provide the former and provide the latter at their own cost. Theirs is the benefit of hiring students already cognizant of a world wider than a single speciality. Should the student have had the further benefit of a cooperative work experience, the selection process would be the happier on each side.

In all of the great professions there is room for undergraduate experience in some degree of contact with the day-to-day work in the field. Some law firms retain undergraduates to perform sub-legal functions, and in the process watch what goes on. The National Health Council advertises for entrants to the array of training programs in the health field. With so much going on, there must be room for exploratory cooperative education roles in hospitals and health centers. The teaching profession already uses the device of student observation and of practice teaching in the schools. The model is a good one.

Cooperative education is an important string for the bow of the effective liberal education program. To refer again to Emerson in his speech on "The American Scholar", education comes from nature and books and action. I need not recount the good things that have happened to students in cooperative education experiences. The record is ample. (12) The great thrust is toward self-discovery, exercising unsuspected abilities, the appearance of self-confidence, and particularly, growth of skills in dealing with others.

There is now sufficient experience and research evidence to lead educators concerned with liberal arts education to investigate carefully the desirability of establishing a cooperative education program to serve their students.

It is noteworthy that Harvard College established a small optional pilot program in cooperative education several years ago. President Derek Bok reports that:

> "In a recent Harvard survey of students who had returned to the University after a semester or more away, 49 percent of the respondents indicated that their experience contributed to their choice of career. In addition 62 percent felt that they could make better use of the University and 70 percent found themselves more interested in their courses." (13)

In this same thoughtful essay "On the Purposes of Undergraduate Education", Derek Bok offers the following judgement with which I very much concur:

> "As an antidote to many uninterrupted years of schooling, a time to live and work creatively among different kinds of people in an unfamiliar setting may contribute much toward the truest aims of a liberal arts education while helping to clarify the direction that a student will follow after leaving college." (14)

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